

THIRTY-FOURTH ANNUAL REPORT  
OF THE  
BOARD OF EDUCATION,  
OF THE CITY OF NEWARK,  
FOR THE YEAR 1890,

COMPRISING

THE REPORT OF THE BOARD OF EDUCATION; THE REPORT OF  
THE CITY SUPERINTENDENT; REFERENCE AND STATIS-  
TICAL TABLES; THE RULES OF THE BOARD,  
AND REGULATIONS FOR THE SCHOOLS.

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NEWARK, N. J.:  
L. J. HARDHAM, Printer and Binder, 243 & 245 Market Street.  
1891.

MAY 14TH, 1891.

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PART I.

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REPORT OF THE BOARD OF EDUCATION.



# BOARD OF EDUCATION.

1891.

EDWARD GOELLER, *President*.

P. LYNDON BRYCE, *Secretary*,  
121 Washington avenue.

ELWOOD I. SHURTS, *Ass't Secretary*,  
184 N. Third street.

WILLIAM N. BARRINGER, *City Superintendent*,  
1142A Broad street.

WILLIAM M. FREEMAN, *Superintendent of Erection and Repairs*,  
265 Academy street.

## MEMBERS.

<i>Ward.</i>	<i>Name.</i>	<i>Place of Business.</i>	<i>Place of Residence.</i>
1st	HENRY J. ANDERSON,	4 Orange place,	4 Orange place.
	JOHN P. CONTRELL,	Clark Thread Co.,	31 Burnet street.
2d	BERNARD McNALLY,	62 Arlington street,	62 Arlington street.
	CHARLES HOOD,	800 Broad street,	131 Washington st.
3d	S. ROSWELL WARD,	951 Broad street,	18 Court street.
	SAMUEL H. BALDWIN,	800 Broad street,	608 High street.
4th	EDWARD GOELLER,	17 Centre Market,	41 Park street.
	CHAS. F. KRAEMER,	105 Mulberry street,	105 Mulberry street.
5th	JAMES P. McKENNA,	233 N. J. R. R. avenue,	107 Bruen street.
	JOHN H. MANNING,	776 Broad street,	106 Lafayette street.
6th	JOHN BREUNIG,	270 Springfield ave.,	382 Springfield ave.
	JOHN B. OELKERS,	24 & 26 Mechanic street,	49 Stirling street.
7th	MATTHEW H. THORNTON,	23 Bruce street,	23 Bruce street.
	PETER O'BRIEN,	51 & 53 Colden street,	55 Colden street.
8th	JAMES A. BACKUS,	5 Jacob street, N. Y.,	291 Broad street.
	WM. A. CLARK,	Clark Thread Co.,	26 Taylor street.
9th	JAMES F. BLESS,	173 N. J. R. R. avenue,	1082 Broad street.
	WM. H. DOBBINS,	940 Broad street,	940 Broad street.
10th	JOHN NIEDER,	Ave. C. and Wright st.,	95 Garden street.
	HUGH MCGLYNN,	108 South street,	102 South street.
11th	ANDREW W. BRAY,	740 Broad street,	29 Gould avenue.
	PETER J. BABCOCK,	194 Broadway, N. Y.,	338 Roseville ave.
12th	HENRY C. KLEMM,	240 Market street,	163 Lafayette street.
	JAMES MULLIN,	N. J. Steel Works,	245 Lafayette street.
13th	CHARLES F. HERR,	810 Broad street,	9 Quitman street.
	GOTTFRIED JOITHE,	35 N. J. R. R. avenue,	37 Boyd street.
14th	JAMES L. HAYS,	749 Broad street,	104 Clinton avenue.
	L. EUGENE HOLLISTER,	138 Clinton avenue,	138 Clinton avenue.
15th	HUGH C. MARLEY,	788 Broad street,	18 Lock street.
	FERDINAND HEICHEMER,	135 Halsey street,	68 Newark street.

## STANDING COMMITTEES.

1891.

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FINANCE—Nieder, Ward, Contrell, Breunig, Herr, Manning, Hood.

ACCOUNTS—Marley, O'Brien, Clark.

SCHOOL HOUSES—Klemm, Baldwin, McKenna, Thornton, Backus,  
Nieder, Marley.

REPAIRS—McKenna, Klemm, Oelkers, Baldwin, Anderson.

HEATING—Oelkers, Bless, Babcock, Mullin, Joithe.

TEACHERS—Hays, Klemm, Oelkers, Baldwin, McKenna, Thornton,  
Herr.

NORMAL SCHOOL—Kraemer, Hollister, McNally, Marley, Clark.

HIGH SCHOOL—Breunig, Hays, Dobbins, McGlynn, Kraemer.

EVENING SCHOOLS—Bless, McGlynn, Bray, Muillin, O'Brien.

COLORED SCHOOL—Bray, McNally, Heichemer, Manning, Mullin.

INDUSTRIAL SCHOOLS—McNally, Contrell, O'Brien.

TEXT BOOKS, COURSE OF STUDY AND EXAMINATIONS—Herr,  
Hays, Dobbins, Breunig, Kraemer, Hood, McGlynn.

FURNITURE AND SUPPLIES—Thornton, Ward, Manning.

SANITARY REGULATIONS—Hollister, Anderson, Babcock.

RULES AND LEGISLATION—Babcock, Nieder, Backus, Hood,  
Heichemer.



# STATISTICAL RECORD

OF THE

## Board of Education of the City of Newark,

FOR THE YEARS 1890 AND 1891.

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NAMES OF MEMBERS, WITH THE YEARS IN WHICH THEY HAVE  
SERVED RESPECTIVELY.

JAMES L. HAYS.....	1876-7-8-9-80-1-2-3-4-5 6-7-8-9-90-1
EDWARD GOELLER.....	1878-9-80-1-2-3-4-5-6-7-8-9-90-1
SAMUEL H. BALDWIN.....	1881-2-3-4-5-6-7-8-9-90-1
JOHN P. CONTRELL.....	1884-5-9-90-1
HENRY C. KLEMM.....	1884 (2 $\frac{3}{4}$ mos.)-5-6-7-8-9-90-1
JAMES F. BLESS.....	1886-7-8-9-90-1
LOUIS A. ZIEGLER.....	1886 (7 $\frac{1}{4}$ mos.)-7-8-9-90
WILLIAM H. DOBBINS.....	1887-8-9-90-1
CHARLES H. ROBINSON, JR. ....	1887-8-9-90
GUSTAV EISELE.....	1887-8-9-90
JAMES P. MCKENNA.....	1888-9-90-1
JOHN BREUNIG.....	1888-9-90-1
MATTHEW H. THORNTON.....	1888-9-90-1
JAMES A. BACKUS.....	1888-9-90-1
ANDREW W. BRAY.....	1888-9-90-1
S. ROSWELL WARD.....	1888 (7 mos.)-9-90-1
JOHN P. TURBETT.....	1888 (5 mos.)-9-90
CORNELL W. BRADLEY.....	1889-90 (5 $\frac{3}{4}$ mos.
JAMES MCKINNEY.....	1889-90

JOHN B. OELKERS.....	1889-90-1
DANIEL A. SULLIVAN.....	1889-90
CHARLES F. BOND.....	1889-90
JOHN J. BERTRAM.....	1889-90
L. EUGENE HOLLISTER.....	1889-90-1
ALFRED BAECHLIN.....	1889-90
HENRY J. ANDERSON.....	1890-1
BERNARD McNALLY.....	1890-1
JOHN NIEDER.....	1890-1
CHARLES F. HERR.....	1890-1
HUGH C. MARLEY.....	1890-1
CHARLES HOOD.....	1891
CHARLES F. KRAEMER.....	1891
JOHN H. MANNING.....	1891
PETER O'BRIEN.....	1891
WM. A. CLARK.....	1891
HUGH MCGLYNN.....	1891
PETER J. BABCOCK.....	1891
JAMES MULLIN.....	1891
GOTTFRIED JOITHE.....	1891
FERDINAND HEICHEMER.....	1891

## PRESIDENTS OF THE BOARD.

STEPHEN CONGAR.....	1851-2-3-4
SAMUEL H. PENNINGTON ...	1855-6-7-8-9-60-1-2
THOMAS W. DAWSON.....	1863-4-5
WILLIAM K. McDONALD.....	1866
FREDERICK W. RICORD.....	1867-8-9
EDWIN H. DAWSON.....	1870
WILLIAM A. WHITEHEAD.....	1871
L. SPENCER GOBLE.....	1872-3
SAMUEL A. FARRAND.....	1874
ARAM G. SAYRE.....	1875
EDWARD L. DOBBINS.....	1876-7-8-9-80 (9 mos.)

GEORGE B. SWAIN .. . . . . 1880 (3 mos.)-1-2-3  
 EDWARD GOELLER.... . . . . 1884-1889 90-1  
 EDMUND L. JOY..... . . . . 1885-6-7  
 JAMES L. HAYS..... . . . . 1888

#### SECRETARIES OF THE BOARD.

JOHN WHITEHEAD..... . . . . 1851-2-3  
 FREDERICK W. RICORD..... . . . . 1854-5-6-7-8 9-60  
 GEO. B. SEARS, 1860-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7 (8 mos.)  
 C. ALBERT STONELAKE.. 1877 (4 mos.) 8-9-80-1-2-3 (8½ mos.)  
 GEORGE W. CASE..... . . . . 1883 (3½ mos.)-4-5-6-7-8-9  
 P. L. BRYCE .. . . . . 1890-1

#### CITY SUPERINTENDENTS OF PUBLIC SCHOOLS.

STEPHEN CONGAR..... . . . . 1853-4-5-6-7-8-9  
 G. B. SEARS, 1859-60-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7 (8 mos.)  
 WM. N. BARRINGER, 1877 (4 mos )-8 9-80 1 2-3-4-5-6-7-8 9-90-1

# REPORT

OF THE

## BOARD OF EDUCATION

TO THE COMMON COUNCIL.

---

NEWARK, N. J., Feb. 27th, 1891.

*To the Honorable the Common Council of the City of Newark:*

GENTLEMEN—In accordance with the requirements of the City Charter and its supplements, the Board of Education respectfully presents the following report for the year 1890:

### CURRENT EXPENSES.

#### RECEIPTS.

##### STATE.

Balance from 1889.....	\$4,095 21	
State Appropriation.....	12,910 25	
State School Tax.....	312,061 27	
	<hr style="width: 100%; border: 0.5px solid black;"/>	\$329,066 73

##### MUNICIPAL.

Balance from 1889.....	\$7,891 26	
Tax Ordinance, 1890.....	115,700 00	
Interest on Bequest.....	240 00	
Cash deposited with Comptroller..	23 41	
	<hr style="width: 100%; border: 0.5px solid black;"/>	\$123,854 67

Total.....	<hr style="width: 100%; border: 0.5px solid black;"/> \$452,921 40
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Amount brought forward..... \$452,921 40

### EXPENDITURES.

#### STATE.

Teachers' Salaries..... \$329,066 73

#### MUNICIPAL.

Salaries, Text Books, Repairs, Furniture, Heating, Fuel, &c..... \$108,116 32

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\$437,183 05

Balance..... \$15,738 35

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### EXPENDITURES IN DETAIL.

#### STATE.

	APPROPRIATIONS.	EXPENDITURES.
Teachers' Salaries—		
Day Schools.....	\$319,172 18	\$319 172 18
Evening Schools.....	9,894 55	9,894 55
Totals....	\$329,066 73	\$329,066 73

#### MUNICIPAL.

	APPROPRIATIONS.	EXPENDITURES.	BALANCES.
Teachers' Salaries—			
Day Schools.....	\$7,000 00	\$4,267 24	\$2,732 76
Evening Schools....	5,193 79	2,541 00	2,652 79
Officers' Salaries.....	10,640 00	10,631 00	9 00
Janitors' Salaries.....	27,000 00	24,455 01	2,544 99
Incidentals.....	2,000 00	1,634 26	365 74
Repairs.....	15,600 00	15,572 04	27 96
Text Books, Stationery and Printing.....	19,000 00	18,995 95	4 05
Furniture and Supplies.	8,500 00	7,901 56	598 44
Heating Apparatus...	5,500 00	4,662 23	837 77
Fuel.....	12,000 00	7,900 23	4,099 77
Rents.....	3,700 00	2,900 67	799 33
Insurance.....	1,500 00	888 40	611 60
School Census.....	2,800 00	2,776 35	23 65
Gas.....	1,700 00	1,573 88	126 12
Water.....	1,500 00	1,416 50	83 50
Unappropriated.....	220 88	.....	220 88
Totals.....	\$123,854 67	\$108,116 32	\$15,738 35

## SCHOOL HOUSES AND SITES.

## RECEIPTS.

Balance from 1889.....	\$6,621 41	
Appropriation by Council.....	30,000 00	
	<hr/>	\$36,621 41

## APPROPRIATIONS.

Franklin School House.....	\$416 52	
New Boilers.....	555 20	
Elliot St. School House (Addition) ..	10,250 00	
Lawrence St. " (Alterations)	8,000 00	
Lawrence St. " (New Boiler and Heating Apparatus).....	2,500 00	
School Site in Seventh Ward.....	5,000 00	
School Site in Tenth Ward.....	8,000 00	
	<hr/>	
	\$34,721 72	
Balance unappropriated.....	1,899 69	
	<hr/>	\$36,621 41

## APPROPRIATIONS AND EXPENDITURES.

## FRANKLIN SCHOOL HOUSE.

Appropriation .....		\$416 52
Expended for grading .....	\$87 62	
water meter.....	30 30	
snow guards.....	291 50	
miscellaneous .....	7 10	
	<hr/>	\$416 52

## ELLIOT STREET SCHOOL HOUSE (ADDITION).

Appropriation, 1890.....		\$10,250 00
Expended for mason work.....	\$4,526 20	
carpenter work.....	4,658 00	
extra carpenter work..	208 47	
painting work.....	375 00	
extra painting work...	18 15	
plumbing work.....	168 00	
extra plumbing work..	12 28	
flagging.....	41 82	
cleaning.....	37 00	
architect work.....	175 00	
	<hr/>	\$10,219 92
Balance.....		<hr/> \$30 08

## LAWRENCE STREET SCHOOL HOUSE (ALTERATIONS).

Appropriation, 1890.....		\$8,000 00
Expended for mason work... ..	\$3,194 00	
carpenter work.....	3,478 00	
gas fitting.....	60 00	
extra plumbing work..	68 06	
painting work.....	\$674 00	
extra painting work..	7 10	
cleaning .....	49 50	
architect's fees.....	267 80	
steam fitting work....	13 80	
	<hr/>	\$7,812 26
Balance .....		<hr/> \$187 74

LAWRENCE STREET SCHOOL HOUSE (NEW BOILER AND HEATING  
APPARATUS).

Appropriation, 1890.....	\$2,500 00
Expended for new boiler and steam fitting.....	\$2,340 00
extra boiler work.....	67 24
	<hr/>
	\$2,407 24
	<hr/>
Balance.....	\$92 76

SCHOOL SITE IN SEVENTH WARD.

Appropriation, 1890.....	\$5,000 00
Expended for site.....	4,800 00
	<hr/>
Balance.....	\$200 00

SCHOOL SITE IN TENTH WARD.

Appropriation, 1890.....	\$8,000 00
Expended for site.....	7,200 00
	<hr/>
Balance.....	\$800 00

NEW BOILERS.

Balance from 1889.....	\$555 20
Expended for new boiler in Hamburg Place School.....	\$385 00
setting boiler.....	139 22
	<hr/>
	\$524 22
	<hr/>
Balance.....	\$30 98



## BALANCES TO 1891.

New Boilers.....	\$30 98
Elliot Street School House (Addition) ....	30 08
Lawrence Street " (Alterations).....	187 74
Lawrence Street " (New Boiler and Heat- ing Apparatus).....	92 76
Seventh Ward Site.....	200 00
Tenth Ward Site.....	800 00
Unappropriated.....	1,899 69
	<hr/>
	\$3,241 25

TABLE OF EXPENSES OF THE VARIOUS SCHOOLS FOR 1890.

SCHOOLS.		Salaries of Teachers.	Salaries of Janitors.	School Books, Stationery and Printing.	Heating Apparatus.	Fuel.	Repairs.	Furniture and Supples.	Miscellaneous.	Total.
Normal and Training—										
Normal Department.....		\$3,578 44	\$150 00	\$324 92	\$17 73	\$39 03	\$122 17	\$138 51	\$10 51	\$4,381 31
Training Department.....		5,149 86	450 00	295 10	61 09	117 10	401 97	472 49	30 85	6,988 46
High.....		26,816 47	780 00	2,017 44	22 66	212 80	579 37	67 45	214 00	30,710 19
High Annex.....		4,180 37	360 00	22 34	15 75	50 08	45 81	12 05	846 00	5,522 40
Burnet Street Grammar.....		7,007 92	411 48	315 23	118 89	112 84	618 99	167 49	85 30	8,838 14
Burnet Street Primary.....		4,624 19	308 52	137 26	89 16	84 62	464 93	125 60	63 97	5,897 85
Eagles Street Primary.....		441 19	36 00	13 56	1 60	4 70	6 00	8 00	60 00	570 85
State Street Primary.....		6,825 37	600 00	177 24	39 46	223 88	232 07	44 15	29 14	8,171 31
James Street Industrial.....		1,897 36	240 00	47 52	.....	77 95	.....	12 42	200 00	2,476 15
Washington Street Grammar.....		7,655 38	514 32	490 41	88 90	224 17	259 78	344 52	51 29	9,668 77
Washington Street Primary.....		2,898 25	205 68	172 97	39 51	99 63	133 22	153 13	22 80	3,725 19
Marshall Street Primary.....		3,377 88	360 00	130 58	43 69	114 54	204 90	30 50	15 05	4,277 14
Lawrence Street Grammar.....		5,237 02	355 32	311 70	24 20	102 31	420 91	464 22	70 65	6,986 33
Lawrence Street Primary.....		4,041 94	304 68	210 27	24 20	102 32	420 90	464 23	70 65	5,639 19
Commerce Street Primary.....		3,445 49	300 00	29 61	11 88	176 78	300 38	19 08	75 37	4,418 59
Colored.....		3,177 44	300 00	221 93	22 16	46 94	51 47	50 51	6 48	3,876 93
Lafayette Street Grammar.....		4,411 62	260 04	437 21	18 10	113 15	276 80	142 64	17 78	5,677 34
Lafayette Street Primary.....		7,696 62	519 96	276 06	36 22	226 30	553 59	285 26	35 57	9,629 58
Newton Street Grammar.....		7,595 23	458 88	393 34	26 62	204 17	351 93	211 46	38 67	9,286 30
Newton Street Primary.....		5,865 92	321 12	122 34	18 62	142 93	246 34	148 01	27 06	6,892 34
South Tenth St. Intermediate.....		2,530 53	144 00	250 10	51 97	147 28	153 35	16 57	16 15	3,206 95
South Tenth Street Primary.....		8,062 23	576 00	242 30	207 89	177 10	613 37	66 30	64 58	10,009 77
Camden Street Primary.....		8,270 87	660 00	402 78	56 77	233 08	284 53	58 74	201 70	10,168 47
Thirteenth Avenue Primary.....		5,832 60	600 00	331 06	18 88	223 88	118 42	.....	83 26	7,268 10
Wickliffe St. (Annex) Prim y.....		1,675 55	250 00	36 43	24 89	88 95	87 82	39 41	240 75	2,443 80
Wickliffe Street Primary.....		4,364 29	480 00	219 12	78 79	65 67	392 81	530 06	19 86	6,150 60
Summer Avenue Grammar.....		7,781 02	462 84	308 02	66 84	270 55	116 96	20 80	42 37	9,159 40
Summer Avenue Primary.....		3,647 20	257 16	202 09	37 15	150 33	64 98	11 57	23 53	4,394 01
Webster Street Grammar.....		4,181 46	275 77	623 39	15 63	101 06	102 27	148 46	10 03	5,404 07
Webster Street Primary.....		5,744 34	386 00	114 81	15 62	101 07	102 26	148 45	16 03	6,028 58
"Franklin" Primary.....		5,949 25	570 00	418 47	344 29	135 88	49 60	74 15	58 10	7,779 74
Eliot Street Primary.....		4,440 87	480 00	272 53	1,428 22	127 15	125 42	319 41	25 99	7,225 59
Chestnut Street Grammar.....		7,977 99	405 00	401 52	16 95	141 20	214 02	134 83	38 66	9,330 17
Chestnut Street Primary....		4,816 75	315 00	179 60	14 83	123 55	187 22	118 00	33 83	5,788 78

Oliver Street Grammar.....	7,790 34	432 00	519 37	24 99	160 02	125 50	128 08	39 63	9,220 83
Oliver Street Primary.....	4,316 84	288 00	237 87	16 66	106 68	83 65	85 08	26 42	5,162 10
South Street Primary.....	6,721 71	600 00	311 08	107 14	221 38	506 63	59 25	84 61	8,611 80
Walnut Street Primary.....	5,912 87	601 66	174 30	85 02	94 88	426 12	43 34	68 50	7,466 69
Houston Street Primary.....	1,304 66	300 00	39 11	48 66	46 94	29 21	31 90	62 64	1,863 18
South Eighth St. Grammar..	7,031 47	411 48	442 46	102 08	153 65	146 93	51 10	59 14	8,398 31
South Eighth St. Primary....	3,926 70	308 52	152 87	76 56	115 23	110 17	38 33	44 35	4,772 73
Roseville Avenue Primary....	4,424 64	480 00	133 27	44 48	136 88	108 33	47 58	25 69	5,400 87
North Seventh Street Primary	2,840 03	420 00	191 73	39 79	49 64	253 01	39 93	7 44	3,842 17
South Market St. Grammar...	5,312 06	330 00	495 96	54 09	110 69	620 58	193 94	49 75	7,677 07
South Market Street Primary.	4,276 61	330 00	190 71	54 09	110 69	620 58	193 95	49 74	5,826 37
Hamburg Place Intermediate.	2,484 10	154 32	197 70	42 73	42 78	91 92	15 38	18 23	3,047 16
Hamburg Place Primary.....	7,562 67	565 68	323 01	156 62	156 85	337 11	56 41	66 85	9,225 20
Hawkins Street Primary.....	3,795 84	530 00	272 00	55 42	178 00	131 52	36 20	45 64	5,065 22
Clover Street Industrial.....	1,094 86	.....	39 95	.....	13 05	.....	19 66	100 90	1,205 42
Morton Street Grammar.....	5,995 72	287 40	553 26	8 03	148 84	328 33	130 84	32 98	7,395 40
Morton Street Primary.....	8,146 91	492 62	221 89	13 74	255 16	562 84	224 27	56 55	9,976 96
Eighteenth Avenue Grammar.	4,489 49	520 44	789 51	26 07	70 73	107 10	84 80	14 62	5,811 76
Eighteenth Avenue Primary..	8,069 19	550 56	233 97	62 53	169 77	257 07	203 51	35 09	9,521 69
Eighteenth Av.(Annex) Prim y	10,570 91	105 00	1 18	3 50	.....	2 80	10 50	175 00	868 89
Monmouth Street Primary....	10,204 65	720 00	344 43	135 57	336 38	126 38	113 22	42 29	12,022 92
Miller Street Grammar.....	5,660 54	308 52	706 87	45 76	80 30	118 47	103 69	24 65	7,048 80
Miller Street Primary.....	5,396 64	411 48	227 48	68 69	120 45	177 70	155 55	36 97	6,594 96
Central Avenue Grammar.....	5,673 55	336 00	394 93	67 84	104 35	56 42	75 51	38 57	6,747 17
Central Avenue Primary.....	4,833 84	384 00	458 61	67 84	104 35	56 41	75 51	38 57	6,019 13
Lock Street Primary.....	2,690 11	420 00	92 89	13 70	137 44	186 32	10 13	24 29	3,568 88
Advanced Evening.....	400 50	16 50	227 15	.....	.....	59 16	.....	.....	703 31
Lafayette Street Evening....	1,949 00	75 00	123 95	.....	.....	.....	.....	232 26	2,380 21
Newton Street Evening.....	1,546 37	57 65	43 60	.....	.....	.....	6 75	165 34	1,819 80
Webster Street Evening.....	1,477 76	55 30	82 68	.....	.....	.....	65	175 42	1,791 81
South Market Street Evening..	1,949 00	75 00	122 12	.....	.....	.....	40	216 58	2,393 10
Morton Street Evening.....	2,031 04	91 13	53 20	.....	.....	.....	2 18	247 80	2,425 35
Central Avenue Evening.....	1,434 63	54 00	50 16	.....	.....	.....	.....	124 60	1,663 39
Evening Drawing.....	1,047 25	225 00	44 76	10 27	21 71	89 54	22 70	854 56	2,915 79
Newton Street Summer.....	449 00	27 00	8 48	.....	.....	.....	.....	.....	484 54
Wickliffe Street Summer....	194 05	12 00	4 42	.....	.....	.....	.....	.....	210 47
Webster Street Summer.....	151 19	9 00	7 00	.....	.....	.....	.....	.....	167 19
South Street Summer.....	144 06	9 00	15 65	.....	.....	.....	.....	.....	168 71
Hamburg Place Summer.....	364 49	21 00	3 48	.....	.....	.....	.....	.....	388 97
Morton Street Summer.....	536 93	33 00	7 14	.....	.....	.....	.....	.....	577 07

All of which is respectfully submitted,

P. L. Bryce, Secretary. EDWARD GOELLER, President.





PART II.

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REPORT OF THE CITY SUPERINTENDENT.



# REPORT.

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*To the Honorable the Board of Education of the City of Newark :*

GENTLEMEN—I herewith present the Thirty-fourth Annual Report of the City Superintendent of Public Schools.

The year covered by this report has been one of more than usual success. The prosperity and efficiency of the public schools continue unabated. The public sentiment is strongly with them. The Board of Education was more than ever active in furthering their interest ; the teachers were earnest and devoted in the performance of their duty. The outlook is indeed hopeful for the cause of public education in our city.

I have gathered and arranged the following facts and statistics with much labor and care. It is desirable, I may say, very important that this information should be reliable and so well classified and tabulated, that it can readily be referred to by the Board and others.

The following table is of interest to those concerned in the growth of the school population. It will be seen that the increase is very decided in eleven of the fifteen wards. Only four wards show a decrease, and that very small.

It is well for the Board to note the effect of the apartment system of dwellings, now quite general in some parts of the city, upon the distribution of the school

population. This retains and condenses the population in some localities where it seemed some little time ago that business would absorb the residences. The location of the school buildings in our city requires the careful attention of the school authorities, and all influences that affect the distribution of the population should be carefully noted.

### SCHOOL ENUMERATION.

1890 . . . . .	55,527
1889 . . . . .	51,519

Increase . . . . .	4,008
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	1890.	1889.	Increase.	Decrease.
1st Ward . . . . .	2,832	2,460	372	....
2d " . . . . .	2,255	2,322	....	67
3d " . . . . .	1,450	1,497	....	47
4th " . . . . .	2,015	1,984	31	....
5th " . . . . .	1,587	1,634	....	47
6th " . . . . .	8,759	8,198	561	....
7th " . . . . .	2,828	2,343	485	....
8th " . . . . .	4,919	4,709	210	....
9th " . . . . .	1,380	1,413	....	33
10th " . . . . .	4,755	4,111	644	....
11th " . . . . .	3,118	2,829	289	....
12th " . . . . .	6,911	6,535	376	....
13th " . . . . .	8,929	8,178	751	....
14th " . . . . .	1,230	1,146	84	....
15th " . . . . .	2,559	2,160	399	....
Total . . . . .	55,527	51,519	4,202	194
Net increase . . . . .			4,008	

The following carefully prepared tables concerning the number and distribution of the children between 5 and 18 among the wards is presented for the convenience of the Board. The tables include the public and private schools of the city.

These tables reveal some interesting information touching the attendance at school, both public and private.

In the enumeration the largest number is between 6 and 7, viz., 5,049; the smallest between 13 and 14, viz., 3,780.

In the private schools the largest number attending is between 9 and 10; the smallest number between 16 and 17.



## ENUMERATION, 1890.

WARD.	AGE.													TOTAL.
	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	
1st.....	136	143	228	199	195	199	179	212	204	233	232	348	324	2,832
2d.....	116	225	201	210	217	176	172	196	152	151	153	158	128	2,255
3d.....	102	101	95	118	115	127	95	115	109	121	120	107	125	1,450
4th.....	109	170	182	222	193	184	180	159	131	151	113	117	104	2,015
5th.....	80	90	121	128	104	162	129	132	114	128	112	121	166	1,587
6th.....	453	1,115	771	740	759	742	694	651	616	569	618	522	509	8,759
7th.....	263	204	234	265	191	219	216	212	208	223	181	189	223	2,838
8th.....	402	362	399	413	408	383	342	424	321	401	301	366	397	4,919
9th.....	81	99	99	106	95	99	78	128	111	112	92	125	155	1,380
10th.....	426	406	426	411	336	363	331	368	337	362	385	343	261	4,755
11th.....	302	234	266	227	229	235	238	233	202	214	218	207	313	3,118
12th.....	693	637	658	542	521	527	476	464	418	461	449	465	600	6,911
13th.....	715	951	781	731	715	672	636	633	622	614	603	586	680	8,929
14th.....	75	96	92	101	106	101	91	94	79	103	103	99	90	1,230
15th.....	192	216	229	212	224	199	181	201	156	186	185	178	200	2,559
Totals.	4,145	5,049	4,782	4,625	4,408	4,388	4,028	4,222	3,780	4,029	3,865	3,931	4,275	55,527

ENUMERATION, 1890.  
NUMBER ATTENDING PRIVATE SCHOOLS.

WARD.	AGE.													TOTAL.
	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	
1st.....	4	20	25	29	37	34	39	32	29	47	50	55	48	444
2d.....	18	34	25	31	43	36	29	35	29	25	41	38	54	438
3d.....	4	8	7	6	11	16	11	8	14	12	15	6	6	124
4th.....	7	18	20	24	24	15	19	18	15	13	8	11	14	206
5th.....	40	30	32	34	37	44	39	47	34	30	25	25	36	453
6th.....	78	80	96	98	106	102	89	74	30	24	20	12	8	817
7th.....	11	28	100	136	92	112	106	103	94	53	28	14	17	894
8th.....	40	37	85	74	83	63	73	69	30	82	29	34	9	708
9th.....	8	15	22	17	19	13	19	20	15	14	10	20	15	207
10th.....	16	63	79	75	57	68	66	65	55	44	17	4	..	609
11th.....	16	25	41	32	28	28	36	24	26	20	25	21	30	352
12th.....	63	190	216	179	196	185	163	149	120	45	9	3	2	1,520
13th.....	27	99	120	157	188	187	161	144	89	48	24	9	10	1,263
14th.....	..	3	3	9	6	3	11	3	5	8	2	3	3	59
15th.....	44	37	28	24	18	14	7	7	8	10	13	8	11	229
Totals.	376	687	899	925	945	920	868	798	593	475	316	263	263	8,328

ENUMERATION, 1890.  
ALL OTHERS, EXCEPT NUMBER ATTENDING PRIVATE SCHOOLS.

WARD.	AGE.														TOTAL.
	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18		
1st. . .	132	123	203	170	158	165	140	180	175	186	182	293	276	2,383	
2d. ....	98	191	176	179	174	140	143	161	123	126	112	120	74	1,817	
3d. . .	98	93	88	112	104	111	84	107	95	109	105	101	119	1,326	
4th. ....	102	152	162	198	169	169	161	141	116	138	105	106	90	1,809	
5th. ....	40	60	89	94	67	118	90	85	80	98	87	96	130	1,134	
6th. ....	375	1,035	675	642	653	640	605	577	586	545	598	510	501	7,942	
7th. ....	252	176	134	129	99	107	110	109	114	170	153	175	206	1,934	
8th. ....	362	325	314	339	325	320	269	355	291	319	272	332	388	4,211	
9th. ....	73	84	77	89	76	86	59	108	96	98	82	105	140	1,173	
10th. ....	410	343	347	336	279	295	265	303	282	318	368	339	261	4,146	
11th. ....	286	209	225	195	201	207	202	209	176	194	193	186	283	2,766	
12th. ....	630	447	442	363	325	342	313	315	298	416	440	462	598	5,391	
13th. ....	688	852	661	574	527	485	465	489	533	566	579	577	670	7,666	
14th. ....	75	93	89	92	100	98	80	91	74	95	101	96	87	1,171	
15th. ....	148	179	201	188	206	185	174	194	148	176	172	170	189	2,330	
Totals.	3,769	4,362	3,883	3,700	3,463	3,468	3,160	3,424	3,187	3,554	3,549	3,668	4,012	47,199	

The number of school buildings in use during the year ending June, 1890, was 42, containing the following schools and departments :

Normal School.....	1
Training “ .....	1
High “ .....	2
Grammar Schools.....	17
Primary “ .....	36
Industrial “ .....	2
Colored “ .....	1
<hr/>	
Total .....	60

The number of evening schools in operation was 7 ; 6 for five months and 1 for six, viz.: The Evening Drawing School in the building, corner of Market and Halsey streets.

At the opening of the present school year an Advanced or Evening High School was organized in the High School building.

The official visits of the members of the Board are shown below.

Normal and Training School—Normal Dept . . .	24
High School .....	35
Grammar Schools.....	293
Primary “ .....	558
Industrial “ .....	19
Colored School .....	11
Evening Schools.....	34
<hr/>	
Total .....	974

The influence upon the schools and teachers of these visits is always beneficial. I have often noticed with what satisfaction teachers speak of the fact the Commissioners have encouraged them by their presence. I would urge the members of the Board to avail themselves of every opportunity to look in upon the schools.

The visits of the Superintendent are shown in the following table:

Normal and Training School—Normal Dept..	83
High School.....	76
Grammar Schools .....	296
Primary “ .....	542
Industrial “ .....	14
Colored School.....	7
Evening Schools.....	30
<hr/>	
Total .....	1,048

The Superintendent can only repeat what has been said before that he has uniformly found the teachers faithful and earnestly devoted to their work. The schools in general condition and arrangements for good work are steadily improving from year to year.

The meetings and conferences held by the Superintendent with the principals and teachers have been continued with growing interest and efficiency. I cannot omit again to commend the hearty and willing co-operation of *all* the teachers with the Superintendent in all his efforts to advance the cause of education in our city.

Many meetings have been held, both general and special, and in no instance has there been any hesitancy



to give time and labor, no matter what the personal inconvenience might be.

## SCHOOL BUILDINGS AND IMPROVEMENTS.

No part of the responsibility and work of the Board is more noticeable than the care given to the school buildings and their improvements. To the extent of its means the Board has been faithful and efficient in this direction. I feel safe in saying that the condition of the school accommodations is at this time superior to that of any time in the history of the schools. This, however, does not mean that nothing more remains to be done; on the contrary it reveals all the more clearly the many improvements that are really imperative. These will be noted as we touch the different localities of the city.

The Board is and always has been restricted in funds, which prevents it from doing what it knows should be done. Class rooms are occupied wholly unfit for class purposes.

The Superintendent would repeat what he has stated before. "That the Council should furnish a liberal construction fund that the Board may not be delayed or crippled in providing school room for all the children of the city."

The following tables and statements give all the details as to number of buildings, class rooms, rented rooms, etc.

## SCHOOL BUILDINGS.

The Board now owns 37 buildings, distributed as follows :

1st Ward.....	2, containing 24 class rooms.			
*2d " .....	2, " 27 " "			
3d " .....	2, " 21 " "			
4th " .....	3, " 22 " "			
5th " .....	1, " 16 " "			
6th " .....	4, " 51 " "			
7th " .....	1, " 6 " "			
8th " .....	4, " 43 " "			
9th " .....	1, " 16 " "			
10th " .....	4, " 35 " "			
11th " .....	3, " 26 " "			
12th " .....	3, " 34 " "			
13th " .....	3, " 52 " "			
14th " .....	2, " 16 " "			
15th " .....	2, " 18 " "			
Total.....		37,	407	

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\*Nineteen of these rooms belong to the High School.

In addition to the foregoing, the Board rents 4 buildings, located as follows :

1st Ward.....	1, containing 3 class rooms.			
2d " .....	1, " 6 " "			
6th " .....	1, " 3 " "			
12th " .....	1, " 2 " "			
Total.....		4	14	

These 41 buildings contain 421 class rooms, with a seating capacity of about 22,800.

In addition to the foregoing, 6 rooms have been formed into temporary class rooms, viz., Sixth Ward, 3; Eleventh Ward, 1; Thirteenth Ward, 1; Fourteenth Ward, 1. This makes a total of 427 class rooms in the city.

The Normal and Training School, as the Board is aware, is located in the Market Street Primary School building. The accommodations here afforded are entirely inadequate and unsuited to the needs and demands of this now most important department of the public school system of the city.

The Normal department of this institution occupies the two front rooms on the Market street side. These rooms are small, badly located as to dust and noise, poorly lighted and worse ventilated, without suitable supply closets and dressing rooms. Into these are crowded nearly one hundred young ladies to do the work of a high grade Normal school. It must be evident to any one that the training of the school must suffer seriously. It is not so evident how the difficulty can be removed.

The training department occupies the remaining six rooms of the building. These are somewhat better suited to the needs of these practice classes. The entire school suffers for the want of suitable court room accommodations. If this building had a court similar to those in many of the other schools it could be utilized for gymnasium purposes. As it is now the Normal pupils are obliged to walk several blocks to take lessons and exercises in physical training, and all this work, a part of the regular course of study, must be done after

the close of the school day. This adds to the strain and labor of the Normal students.

The Superintendent would urge an early attention to the room accommodations of this school.

Apparently we have secured all the enlargement and improvements possible on the present High School premises. The house is in very good condition as to repair, but entirely overcrowded. The school needs fully double the room it now has. The Board should, without delay, secure an eligible and ample site, and take steps very soon towards the erection of a High School building that will be an ornament to the city and a credit to the school system.

The Annex building is fairly convenient. It has been put in thorough sanitary condition.

I can only restate what I said last year: By taking the present High School building for the Normal and Training School, several questions can be solved: 1st, The High School can be provided with sufficient room; 2d, The Second Ward will be amply and satisfactorily accommodated; 3d, The needs of the Normal and Training School will be fully met and the school centrally and permanently located; 4th, An opportunity will be furnished for giving better facilities to the Colored School, if thought desirable to use the Second Ward house for this purpose. All this can be accomplished by building one house. The Board is again urged to give this suggestion serious consideration.

Burnet Street house is in excellent condition. New furniture is taking the place of the old and dilapidated, from year to year. The heating arrangements are all that can be desired. The light in the only dark room in the house has been rendered ample and from the best

direction, by placing a skylight in the roof. The courts have been thoroughly painted and whitewashed, and are now light and clean, and will be used in part by the school as a gymnasium.

This building is very much crowded in all grades, but especially so in the lower primary grades. As it looks now, additional room will be absolutely needed here very soon. The abolishment of the Eagles Street Annex has taxed the primary department severely. Additional rooms can, with little difficulty, be built upon the present lot. Attention was directed to this suggestion last year.

State Street house is in general good order. It is well furnished and, with the exception of two rooms in the rear, well lighted. This trouble can be removed by additional windows in the side walls. This house is not crowded, and furnishes ample room for all who desire to attend.

The classes in the Industrial School in the James street building are well accommodated. The trouble in the privy vaults at the rear of the yard has been removed, and the odor heretofore so offensive no longer exists, flushing boxes and drain pipes having been put in.

The Washington Street house still suffers in the rear rooms from poor light, insufficient ventilation and no wardrobe facilities. This has been before the Building Committee, but the ways and means seemed not in hand to do the work. The necessity for a radical change in the arrangement and construction of these rooms is very great, and the improvement should be made without delay.

The light is so deficient that on cloudy days gas must be used all day. This is bad, chiefly for two reasons: The burning gas rapidly vitiates the air, each burner con-



suming as much oxygen as six persons would ; the gas-light is bad for the eyes of the pupils. Gaslight is no equivalent substitute for daylight. There is no excuse for using gas when sunlight can be had in full abundance by a proper arrangement and construction of the rooms.

It is to be hoped that in the future construction of school buildings such blunders as these will not be repeated, but that ample provision will be made for light and ventilation in every room used for class purposes. If deficiencies must occur somewhere, by all means let them fall in such portions of the house as are not used for study purposes or class exercises. I trust the improvements so much needed in this house will be made this coming vacation.

Aside from the rooms just mentioned, the building is in very good condition, and meets the demands of the classes and the teachers very well. The courts have been thoroughly painted and whitewashed, thereby rendering them very light, neat and cleanly.

The Marshall Street building very well accommodates the five classes that are instructed there. There is still an unoccupied room in this house.

The alterations and improvements made during the last summer vacation to the Lawrence Street house have rendered it one of the most desirable and commodious school buildings under the care of the Board.

The entire rear part of the house was thoroughly reconstructed. An extension was added for entrance way. The stairways and wardrobes were placed in the center of the buildings. The class rooms formerly in the center portion, with light only on one side, and deficient and poor at that, were changed to the corners of the building, thus enlarging their area and giving light on

two sides, with excellent provision for ventilation. The windows throughout were enlarged and transoms placed above several of them. In this way the light and ventilation for the entire building was vastly improved.

A new horizontal boiler was put in and the piping throughout reconstructed, thus furnishing the most ample means for warming.

The courts were remodeled, enlarged and finished up in good shape, thereby furnishing increased and improved protection to the pupils.

The only obstruction in the court now is the large coal bin, which occupies the entire front end, shutting out all the light from the best windows in the court. I would recommend and urge that an excavation be made from the furnace room under the walks in the yard for a coal vault. This can be easily done in same manner as was done for Central Avenue School house. This arrangement will place the coal more convenient for use and remove all the obstruction and dust from the court, and restore the windows to their original purpose, viz.: lighting the court and not the coal bin.

When the painting of the walls throughout the house shall be finished next summer vacation, there will be no more desirable school house in use by the Board.

The Commerce Street property is in its usual good condition.

The Colored School house is in fair condition but poorly located. The need of better accommodations for this school has been presented repeatedly.

The Lafayette Street building is in good condition generally. Some of the furniture is much worn and is in a dilapidated condition. By replacing this furniture in some rooms with new from year to year, in a short

time all the rooms will be well furnished. The yard is well flagged and the outbuildings are in good repair.

A skylight was put in, thereby well lighting the front class room on the upper floor. A class of some forty pupils are now provided for here. The rearrangement of the district boundary lines increased the attendance in Lafayette Street, and, in some small measure, relieved Hamburg Place School.

All the buildings in the Sixth Ward are in excellent condition and all are very much crowded. No section of the city is any more so. It was thought that the new building on Thirteenth avenue and the enlargement of the South Tenth Street house would afford room for some time to come. But all that seemed but a drop in the bucket. The Principal's office in South Tenth Street was seated and filled, and still the cry was more room. A room was fitted up in the court, and still numbers are unable to gain admittance. Newton Street is filled to the doors. The same can be said concerning Camden Street and Thirteenth Avenue.

The plan of the Thirteenth Avenue is for sixteen rooms, but eight have been completed. This house should be completed on the original plan at once. More land is much needed here. I understand it can be had on the north side of the present premises. These buildings are all well warmed and lighted and fairly well ventilated.

The Annex rooms on Wickliffe street, in the chapel, are not well adapted to school purposes. They are low, not easily warmed or ventilated, and two of them insufficiently lighted. The entrance is inconvenient and the yard small and very badly located. It is the policy, I know, of the Board, to use these unsuitable annex rooms only in cases of absolute necessity.

I would urge the completion of the Thirteenth Avenue house at the earliest possible moment, as that will remove the Wickliffe Street Annex necessity.

The Wickliffe Street building remains the same as noted last year. The property on Warren street has been purchased. This will enable the Board to enlarge and improve the school accommodations in this district very soon.

All the school buildings in the Eighth Ward are in acceptable condition. The accommodations, however, hardly keep pace with the demand, except in the Elliot Street district. Here there are two unoccupied rooms at present. One of these, without doubt, will be occupied next April.

Summer Avenue School has two classes in the assembly room. There are two unfinished rooms on the third floor that can easily be finished, and thus 120 more children can be accommodated. This should be done.

The Webster Street house seems to supply the demands of that section of the ward.

The Franklin School is well filled but not at present overcrowded.

The Elliot Street house was enlarged and very much improved in all respects. It now contains nine class rooms, beautiful and convenient in every respect, with one exception—the partition sash should pass down flush with the wainscoting. They now extend above from twelve to fifteen inches, seriously obstructing the view of the teachers and pupils during opening and general exercises. I trust the proper committees will guard against the repetition of this inconvenience.

The halls are excellently well lighted by a skylight,

which also serves to help the ventilation of the halls, thereby improving the ventilation of the class rooms.

In my judgment, the use of skylights can be extended largely, to the great improvement of the light in many of our school rooms. It is conceded by all that the best possible light for the eye in study is from above.

The yard needs considerable grading and some additional flagging to put it in good condition for use. When all things are fully completed and adjusted, this house will be among the most beautifully located and arranged in the city.

The Chestnut Street house is in its usual good condition. The suspicion as to some defect in the drainage of the premises has been entirely removed. I would call attention again to the rearrangement of the partition noted in last year's report. In my opinion the change there recommended will greatly improve the two upper floors.

The improvement of the four rear rooms of the Oliver Street house is still needed and is worthy of serious consideration; otherwise the building is acceptable. Up to the present time it accommodates all seeking admission.

South Street School meets the needs of that district well. It is steadily growing in numbers. There is still one unoccupied room. The building is in good repair and is well taken care of by those in charge. By a division of the large room on each floor the number of rooms will be increased to twelve, affording accommodations for seven hundred children. This will undoubtedly be needed in due time.

As was stated last year the class rooms in the Walnut Street house are very small, rendering ventilation and comfort almost impossible. The lot is large and the



building can easily be reconstructed and enlarged to ten commodious rooms. This will then be a first class primary school house. This should receive early consideration.

A fine site has been purchased, located on Lang street. A suitable house will, no doubt, soon be erected upon it for the much needed accommodations of that section of the city, including portions of the Tenth and Twelfth Wards. The school room here afforded by Houston Street has been insufficient and poor for some years. A building here will relieve materially Hamburg Place and South Market Street Schools.

The buildings of the Eleventh Ward are in good repair and taxed to their full capacity. Two classes are now provided for in South Eighth Street School in the court.

There are now five large classes in the North Seventh Street School. One room is still vacant, but will be needed at least by the beginning of next term, April. Increased school room will be needed in the Eleventh Ward very soon.

The buildings of the Twelfth Ward are in satisfactory condition in the main. A new and larger boiler was put into the Hamburg Place School last summer which furnishes an abundance of heat.

A skylight has also been put in which supplies plenty of light for the upper halls, and greatly improves the ventilation of all the class rooms which open into the halls. A floor light or a well hole as it is called has been cut through the floor of the upper story, which extends the benefits of the roof skylight to the lower story. This arrangement has very largely removed the want of sufficient light in these halls. By making the upper half of the class room doors that open into the halls sash, the halls will be abundantly lighted and all

cause for complaint will be fully removed. I wish again to call the attention of the Board to the satisfactory results obtained in this building by using the skylight.

Six of the eight rooms in Hawkins Street house are occupied. Another class will undoubtedly be organized at the beginning of the April term.

South Market Street building is in very good repair. Some of the furniture, however, is in need of repair or replacement. The school is full; the primary department is crowded. Many new dwellings are going up in that vicinity, all of which are occupied as soon as completed by families containing children who attend school. As these vacant lots are covered with buildings the annoyance caused by the railroad is very much lessened, thus rendering the location of the school much less objectionable than formerly. I think it would be well for the Board to consider the propriety and feasibility of purchasing the adjoining lot, and enlarging the school building. It now seems certain that a dense school population will continue here.

The school buildings of the Thirteenth Ward can be commended as to their general condition. The school room in this ward is entirely exhausted. In the Eighteenth Avenue district a large number are unable to obtain entrance to the school. It is necessary that more room be provided here at once. A new building is needed south and west of the Eighteenth Avenue house. A site in this section should be secured, and the necessary steps taken to erect a building as soon as possible.

The Morton Street School is overflowing, especially in the primary classes. The premises are in good repair. I should, however, speak of the boiler, which is rather

small for this large house, containing nearly twenty class rooms. A large horizontal boiler would do the work easily and surely.

The Monmouth Street house is also overflowing. It now accommodates nearly one hundred pupils from the east portion of the Eighteenth Avenue district. The rapid increase in school population in the Monmouth Street district will make it necessary to occupy the seats now used by Eighteenth Avenue pupils. This, of course, will still further increase the need for additional room in the Eighteenth Avenue district.

The boiler room of the Monmouth Street house has, for a long time, been more or less flooded with water during heavy storms. The foundation walls have been thoroughly cemented and covered with asphalt, and a drain connection made with the sewer in Somerset street. This will doubtless entirely remove the trouble. The Board must remember the Thirteenth Ward is a large one and rapidly increasing in population. The children here largely attend the public schools, and abundant provision should be made for them.

The Miller Street School is now taxed to the full extent. The primary classes are more than full. The house is in excellent repair. The boiler, however, is entirely too small, and should be replaced by a larger one. The house now contains fifteen rooms with another in prospect in the court. Some changes in the partitions in the hall were made which has enlarged and greatly improved the teachers' room.

An accessible and convenient office for the Principal can be constructed in the northwest corner of the court. This will not materially lessen the court room, and will furnish the needed room for the Principal for all time to come.

I think the time is not far distant when the Board will need to again occupy the Elizabeth Avenue School property. This building contains two large and convenient class rooms. The location is good, and with proper improvements can be made among the finest in the city. The premises, for purposes of protection, are now occupied as a dwelling at a nominal rent.

The school accommodations in the Fifteenth Ward are in good repair but nearly exhausted. An easy remedy seems near at hand in the enlargement of the Lock Street building, if it is thought advisable. The probable enlargement of the Wickliffe Street School will make it possible and easy to relieve Central Avenue district.

The Building, Repair and Furniture and Supply Committees are specially to be commended for the excellent work they have done in their respective lines. Also Mr. Freeman, Superintendent of Erection and Repairs, for the vigilant, intelligent and efficient manner in which he has directed and supervised the buildings and numerous improvements made by the Board.

## LIGHTING, VENTILATING AND WARMING SCHOOL BUILDINGS.

I call attention to these features in our school buildings under a special heading, to emphasize their importance and to commend the better attention they are now receiving from the school authorities.

In former times, about the only matter that received attention or was thought of importance was, how many pupils can be seated in the rooms. This idea dominated the plans from first to last. I am happy to say that this

view of the use of a school building has practically passed away, and that now the size of the room, height of the ceiling, size, location and number of the windows, arrangement and capacity of heating apparatus, some kind, at least, of ventilating appliances, ample hallways, stairways of proper width and slope, with suitable platforms, are deemed matters of great importance, and are receiving corresponding attention.

When we compare our present buildings with what we know they ought to be we feel that almost nothing has been done when, however, we contrast them with what they were years ago we are at once satisfied that great advance has been made. In healthfulness, convenience, comfort, fitness for all the legitimate purposes of school structures, they are commendable in a high degree. This, however, should indicate the line of progressive improvements towards which we should continually strive, and not that we have come to the end.

The following statements and figures are the result of careful observation, study, investigation and experiment by thoroughly competent men who have had excellent opportunities, and have given much time and labor to this kind of work. They are presented here that they may be in reach of those who may desire to use them.

The plans and methods of warming our school buildings are pretty well understood and applied. The buildings are generally well warmed. If the janitors are prompt and skillful in the performance of their duties no school need suffer on account of cold. About the only complaint we have occurs on Monday mornings. This seems to indicate that the fires are not started early enough.

The ventilation and lighting are not so well



accomplished. Scarcely any two architects or builders agree as to the proper method of ventilation. Some contend that ventilation should be at the top, others at the bottom of the room, or both. Some advocate what is called the plenum plan, that is by fan or otherwise force the air into the room; some the suction or exhaust method; others again would close all doors and windows and produce the necessary circulation and change of air by means of extensive air shafts connected with the heating apparatus, and thus they say we can furnish pure warm air without the danger of drafts. There is no doubt some truth in all these statements and partial success has been attained by them all. But I fear we have not yet reached a perfect system. The difficulties in the way of ventilating a large school building are not yet all removed. It matters not what system or apparatus may be used it requires intelligence and skill to apply it. I am satisfied the nearest approach to success we as yet have attained is by means of the direct and indirect system of steam heating. Where this system is properly handled I find the air of the rooms good.

I think under the supervision of the principal the janitor should use properly all the artificial means provided in the way of flues, registers, transoms and also utilize all the natural means and forces available. No building with any known system can be successfully ventilated without reference to the favoring or unfavoring conditions existing within and without the house. Little or no attention is given to the difference in temperature inside and outside, the direction of the wind, the surroundings, elevation, etc., all of which in a large measure modify and sometimes entirely neutralize the action of the appliances that are intended to and are



supposed to ventilate. In fact, the ventilation of a building is a fine piece of artistic work, and requires attention, intelligence and skill. In my judgement it is as much the duty of the principals and teachers to see that their pupils are supplied with pure air to breathe as it is to supply them with lesson exercises for the mental life.

The subject of ventilation of school buildings is not yet exhausted and will bear much study.

In regard to the light in our school rooms, there is much less cause for complaint now than formerly ; still, the light in a number of class rooms is very unsatisfactory. In providing light for study rooms, three considerations should always weigh : 1st, Amount of light ; 2d, Direction ; 3d, Even distribution. When the amount is sufficient, the direction right and the distribution is uniform throughout the room, all the conditions for proper vision will be met.

In regard to the amount, that depends upon the extent of window space and the obstructions that may exist near the building. In the selection of a site for a school building, the question of light should receive serious consideration. The location of the site and the plan of the building have much to do with the amount, direction and uniform distribution of the light. Science and experience have settled a number of things concerning this subject of light :

1st. As to amount. The window space should be at least from 20 to 25 per cent. of the floor space. A room 25 x 30 should have not less than 185 square feet of window space. If there be outside interference, this space should be increased. It may seem, at first thought, that this is unnecessarily large ; but we should remember

it is much easier to shut out an excess of light with windows than to obtain it without windows.

2d. In regard to direction, it is no longer a question as to the superiority of skylight for study and school room purposes. No method of admitting light diffuses it so uniformly and evenly as does this. Experience has shown this to be beyond successful contradiction. I am pleased to be able to say here that Mr. Freeman, the Superintendent of Buildings, is using this skylight principle wherever practicable ; and it will not be long before many dark places that can be reached through this means will be lighted up.

The next best arrangement is from the sides and rear. At least two sides of the room should admit light. I know there are some who advocate light from one side ; this they say avoids cross lights and confusion to the vision. The great objection to this one side plan is that it is nearly impossible to distribute the light evenly through the room, unless the room be very long and narrow, with the windows on the long side. This form of the room is found very bad for teaching purposes.

The windows should be not less than four feet from the floor, and should extend nearly to the ceiling as the light from above, as has already been said, is preferable to that on or near the level of the desk. The panes of glass should be large that all the light possible may be admitted without the interference of the cross bars. How to construct and use the windows of a school room is a matter of no little moment to the teachers and pupils.

3d. The distribution of the light after furnishing it is an art requiring attention, intelligence and skill on the part of those in charge of it. I find much serious

neglect here. Often when there is ample window space the blinds or shades, or both in some cases, are so misarranged or neglected that the light is wretched as to admission, direction and diffusion. A little intelligent adjustment of the shades or blinds in accordance with the principles noted in the foregoing would remove all the trouble. Many, I am sorry to say, seem not to know how to make this adjustment or are totally indifferent to it. Strenuous efforts are now being made to correct this.

The color of the walls of the school room is a matter worthy of attention. The relation of color to vision is a scientific question and not one of mere fancy. White walls are not so good for the eye as some of the colors are, as the reflection is strong and dazzling. Colors tinged with gray, blue and yellow are among the best for the eye.

The blackboards should be placed properly; never so as to compel pupils to occupy a twisting position while attending to exercises given upon them; nor so as to require children to face windows when looking at them. The direction of the light upon them should be such as will not cause confusing reflection. These boards should be kept clean, and the writing, figures and graphic work of any kind should be well arranged, and of such size that it can readily be seen in the most distant part of the room by the normal eye.

The desks should be so placed that the light can come from the left. As we write from left to right with the right hand this direction prevents the shadow of the hand from falling upon the work.

I will, before leaving this topic, venture a word or two concerning the adjustment of the desks to the use of the

pupil. The slope of the top of the desk should be about  $30^{\circ}$ . This is a fair angle for the eye. The relation of the seat to the desk should be such that the book may be from fourteen to sixteen inches from the eyes when the pupil sits erect. The desks should be of such height in relation to the seats that the pupil's elbows may rest upon them without any undue disarrangement of the shoulders. This is a matter of serious moment, as there are many bodily evils, all preventable, that grow out of school life.

#### ENROLLMENT AND ATTENDANCE.

I ask a close study of the following tables. They show clearly the direction and the character of the improvements that are steadily going forward in the schools as to variation in population in different sections of the city; the comparison of the enrollment with the average attendance, which is the real test of the strength of the schools as public institutions; the increase and decrease in certain departments and grades of the schools in different localities; the ages when the largest school attendance occurs. This information is valuable to the Board of Education, which is charged with the duty of providing for the present and future school needs of our growing city, inasmuch as it indicates the probable centers of population and the location of school buildings:

## ENROLLMENT.

Day Schools.....	25,137
Evening Schools.....	3,147
<hr/>	
Total .....	28,284

The following table shows the enrollment, attendance, &c., in the different schools, from September, 1889, to September, 1890:

	Enrollment.	Average Enrollment.	Average Attendance.	Per Cent. of Attendance.
Normal and Training				
Sch.—Normal Dep't.	85	79	72	91.1
High School.....	908	798	726	90.9
Grammar Schools....	5,810	4,869	4,456	91.5
Primary “ ....	17,724	13,202	11,515	86.7
Industrial “ ....	376	231	192	83.1
Colored School.....	234	167	134	79.
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Total.....	25,137	19,346	17,095	87.

The following table shows the increase or decrease in the different schools for the year 1890 over the year 1889:

	Enrollment.		Ave. Enrollment.		Ave Attendance.	
	Increase.	Decrease.	Increase	Decrease.	Increase.	Decrease.
Normal and Training						
Sch.—Normal Dep't.	37	..	36	..	32	..
High School.....	68	..	98	..	82	..
Grammar Schools....	296	..	186	..	133	..
Primary “ ....	218	..	341	..	251	..
Industrial “ ....	..	59	..	13	..	13
Colored School .....	29	..	18	..	8	..
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Total.....	648	59	679	13	506	13
Net increase....	589	..	666	..	493	..

Of the 25,137 enrolled for the year,

1,121	were between.....	5 and 6 years of age.
3,116	" " .....	6 " 7 " "
3,127	" " .....	7 " 8 " "
2,946	" " .....	8 " 9 " "
2,731	" " .....	9 " 10 " "
2,872	" " .....	10 " 11 " "
2,589	" " .....	11 " 12 " "
2,534	" " .....	12 " 13 " "
1,850	" " .....	13 " 14 " "
1,118	" " .....	14 " 15 " "
598	" " .....	15 " 16 " "
304	" " .....	16 " 17 " "
137	" " .....	17 " 18 " "
94	" over .....	18 " "

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25,137

The fact still exists that the largest school attendance occurs between 7 and 8. It is not a pleasant or hopeful fact to contemplate that, at the average age of 8, the children in our schools begin to drop out, close school work, and this constant and rapid decrease continues until the close of school life. This seems to indicate that many children are idle, or in the streets, or are illegally employed. Can anything be done to remedy this great evil? I trust the enforcement of the Compulsory School Law will do something.

Number of children attending private schools—census, 1890:

1st Ward.....	449
2d " .....	438
3d " .....	124



4th Ward.....	206
5th " .....	453
6th " .....	817
7th " .....	894
8th " .....	708
9th " .....	207
10th " .....	609
11th " .....	352
12th " .....	1,520
13th " .....	1,263
14th " .....	59
15th " .....	229
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Total.....	8,328

The following table shows, in a convenient form, the variation in attendance of the pupils of respective ages for 1889 and 1890:

1889.	1890.	Increase. Decrease.	
991	1,121 were between 5 and 6 years of age....	130	..
3,094	3,116 " " 6 " 7 " " .....	22	..
3,068	3,127 " " 7 " 8 " " .....	59	..
2,909	2,946 " " 8 " 9 " " .....	37	..
2,888	2,731 " " 9 " 10 " " .....	..	157
2,834	2,872 " " 10 " 11 " " .....	38	..
2,636	2,589 " " 11 " 12 " " .....	..	47
2,339	2,534 " " 12 " 13 " " .....	195	..
1,768	1,850 " " 13 " 14 " " .....	82	..
1,028	1,118 " " 14 " 15 " " .....	90	..
544	598 " " 15 " 16 " " .....	54	..
255	304 " " 16 " 17 " " .....	49	..
112	137 " " 17 " 18 " " .....	25	..
82	94 " over 18 " " .....	12	..
<hr/>		<hr/>	
24,548	25,137	793	204
Net Increase....		589	

## TEACHERS.

The number of the day school teachers in the employ of the Board, their classification and distribution, and the increase for the year ending June, 1890, are shown in the following table :

	Male.	Female.	Total.
Normal and Training School—			
Normal Department.....	1	2	3
High School.....	8	17	25
Grammar Schools.....	18	116	134
Primary “.....	5	264	269
Industrial “.....	..	5	5
Colored School.....	1	3	4
Special Teachers.....	2	1	3
Total.....	35	408	443
June, 1889.....	34	388	422
Increase.....	1	20	21

The following are the principal changes that occurred among the teachers during the past school year :

Mr. A. S. Downing, teacher of Mathematics in the High School, resigned, August 7, 1890, to become a member of the New York State Institute faculty at a large increase of salary. Mr. Downing was a teacher of great success.

Dr. C. P. Linhart resigned as teacher of Physical Culture in the Normal School. Dr. Linhart taught this subject with great acceptableness for two years.

At the opening of the present school year Mr. Lory Prentiss was appointed to the position of teacher of Physical Culture. Mr. Prentiss is doing good work for a beginner.

Mr. Clarence S. Giffin was transferred from the vice principalship of Morton Street School to the principalship of Hawkins Street School, dating from September 1, 1890.

Miss M. Ida Dean was transferred from the position of vice principal of Primary Department in Central Avenue School to that of vice principal of Morton Street Grammar School, dating from September 1, 1890.

Miss Margaret Hollum from Grammar Department of Central Avenue School to the vice principalship of Primary Department of same school, dating from September 1, 1890.

Mr. C. S. Thacher, from High School, St. Joseph, Mo., was appointed temporary teacher of Mathematics in Male Department, High School, to date from September 1, 1890.

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### OBITUARY.

The death of Miss Ida M. Jackson occurred May 29, 1890, after a lingering illness of several weeks. Miss Jackson was a teacher in the Holland Street Primary School, and upon enlargement of the South Tenth Street building she was transferred with her class to that school. She was a young lady of amiable disposition, excellent qualifications as a teacher, devoted to her work, beloved by her pupils and all who knew her. Her death was a severe loss to the school.

At next meeting of the Teachers' Institute suitable resolutions will be adopted.

Miss Margaret C. Breitwiesser, a temporary teacher in Hawkins Street Primary School, died December 5, 1890.

She graduated from the Normal School in the class of 1890, and had just entered upon her chosen work of teaching when she was stricken down with typhoid fever. She gave promise of excellent success.

Resolutions will be presented at next Institute.

### PRIMARY SCHOOLS.

Number of distinct primary schools.....	22
Number of classes in same.....	126
Decrease from last year.....	1
Number of primary departments in grammar school buildings....	18
Number of classes in same.....	136
Increase over last year.....	9
Total number of primary classes.....	262
Increase of primary classes for the year.....	8

These classes contained in the enrollment, 18,024; in the average enrollment, 13,353; average per teacher on the enrollment, 68.8; average per teacher on the average enrollment, 51.

I can speak with a good degree of encouragement concerning these schools. Their influence upon the grammar schools, the High School, and even the Normal School, cannot well be mistaken. It is true their work is elementary—that is, beginning work; nevertheless, it is fundamental, and influences and holds the structure subsequently erected.

Among the features worthy of note in these classes is the absence, in a large degree, of friction or antagonism

between the pupils and the teachers. A spirit of obedience seems to prevail, and a feeling of sympathy and confidence on the part of both pupil and teacher characterizes the larger proportion of the classes in these schools.

The classes are generally large—in many cases, too large. The efforts of the Committee on Teachers and the Superintendent, to bring these classes within reasonable size for teaching purposes, have been attended with a good degree of success, and we hope ere long to be able to say no class is too large for good teaching and training.

There is a better conception and appreciation among the teachers of what constitutes good elementary teaching. This arises through better training of the teachers through the Normal School, the institute, the reading circle, educational journals, and other sources of professional education and training.

Over seventy-five per cent. of all the pupils enrolled in the public schools are enrolled in these primary classes; and when we call to mind what has already been stated in this report—that the withdrawal from school begins at the early age of between seven and eight—the vast importance of these elementary schools must be apparent to all. How very necessary that the strongest, most skillful and finest quality of teaching be done here.

I wish to utter a caution here concerning a frequent and exceedingly harmful practice of forcing pupils above their proper grade. The desire to have large so called first grade classes, or, for the convenience of the teacher, to place all the pupils in the same room on the same grade of work without regard to the fitness of the pupil, or, as is sometimes the case, raise the grade of the class

that the teacher's salary may be benefited. I repeat, I wish to caution against yielding to any of these temptations.

The examinations, reviews and tests in these primary departments and schools are applied and conducted in accordance with the directions of the Committee on Examinations and the Superintendent, without delay or friction.

The observation work in the lower grades is progressing well, and is demonstrating its value by its superior preparation of the pupil for his lesson work in the other subjects taught. The general condition of the primary schools is healthful.

## GRAMMAR SCHOOLS.

The following tabulated statement shows the schools during grammar school work, number of classes in each, the average enrollment, the average attendance and the number of pupils per class for the year.

You will notice that the classes number 123, an increase of seven over last year; that the average enrollment is 5,116; the average attendance is 4,678. The per cent. of attendance being 91.4. This is an excellent record. The average number per teacher is 42. These figures so far, at least, as attendance and distribution of work is concerned, show a substantial condition of things.

These statistics are furnished by the Principals and are presented in excellent form, showing much care and labor.



School.	No. of Classes.	Average Enrollment.	Average Attendance.	Pupils Per Class.
Burnet Street.....	8	358	337	45
Washington Street.....	10	311	281	31
Lawrence " .....	7	281	256	40
Colored.....	1	45	39	45
Lafayette Street.....	5	231	209	46
Newton " .....	10	436	405	44
South Tenth Street.....	3	117	109	39
Camden " .....	1	49	45	49
Summer Avenue.....	9	407	376	45
Webster Street.....	5	262	240	52
Elliot " .....	1	49	43	49
Chestnut " .....	9	286	269	32
Oliver " .....	9	404	360	45
South " .....	1	39	34	39
South Eighth Street.....	8	351	320	44
South Market " .....	6	215	196	36
Hamburg Place. ....	3	132	120	44
Morton Street.....	7	321	296	46
Eighteenth Avenue.....	5	197	179	39
Monmouth Street.....	2	65	61	33
Miller " .....	6	239	213	40
Central Avenue. ....	7	321	290	46
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Total ... ..	123	5,116	4,678	42

The grammar schools, in my judgment, are doing their part in the public school instruction of the city with a good degree of success. I do not wish to be understood as considering them above criticism. They are far from that, and we all feel the need of much improvement. But I wish to commend the spirit that seems to pervade them generally. The teachers, as a rule, are earnest,

devoted and painstaking. They are ready to co-operate with the Superintendent, the Principals and the Board of Education in the use of the means and methods to advance their classes. The pupils, with few exceptions, manifest a willingness to use their opportunities and to conform to the requirements of the school.

There is very little complaining on the part of the patrons of the schools as to the progress or treatment of their children.

The relation of these schools to the other departments of our system and their importance in the course of training have been noticed many times by the Superintendent, and it is therefore unnecessary to extend this review of them.

I desire to speak again by way of caution to the Principals and teachers concerning the great temptation to force pupils in their grades beyond the grade of their qualifications. The anxiety to graduate a large class, or, as some put it, the largest class into the High School, sometimes, perhaps, oftener than we are aware, results in positive harm to the pupils and to the school. I urge the Principals and the teachers to guard the progress of your pupils through the schools with but one purpose in view, viz., the best interest of the pupil physically, morally and intellectually. This will not only enhance the substantial progress of the student, but will serve in the most effectual way the cause of sound education.

The examinations for graduation from the grammar schools took place in the High School building, June 17th and 19th, and were conducted by the Superintendent under the direction of the Committee on Examinations.

The number of applicants was 694; girls, 371; boys, 323; a decrease of 18 from last year.

The number graduated, 568 ; girls, 298 ; boys, 270 ; a decrease of 117 from last year.

Of the number graduated, 373 were admitted by "Honorary Graduation," girls, 210 ; boys, 163 ; and 195 by examination, girls, 88 ; boys, 107.

The number rejected, 126 ; girls, 73 ; boys, 53.

Of the 694 applicants, 81.9 per cent. were admitted, and 18.1 per cent. rejected.

The pupils were tested upon the following questions :

#### HISTORY.

1. Give a condensed account of Raleigh's exploring expedition, and his attempts to establish colonies in America.

2. Give the leading features of the great charter of Virginia, and note in what way it affects the present government of the United States.

3. Give the three forms of government and their leading features in the colonies at the close of the French and Indian war.

4. Describe the settlement, sale and division of New Jersey. Also the coming of the Scotch and the Quakers to east and west Jersey.

5. Give a condensed account of life in the colonial time, as to the first houses of the colonists, furniture, dishes, food, cooking, traveling and education.

6. Describe the battles of Lexington and Bunker Hill, and their effect upon the country.

7. Describe briefly the battle of Trenton and the surrender of Burgoyne's army, and their effect upon the country.

8. Describe the causes that led to the war of 1812 ; also the Mexican war. How long did each continue, and upon what terms was each terminated ?

9. What is meant by the doctrine of states rights ? How

many states seceded? When and where was the government of the Confederate States formed?

10. Give an account of the growth of the country as to population, wealth, inventions, travel, manufactures, etc.

#### GRAMMAR.

1, 2, 3 and 4. Using not less than thirty lines, write a composition upon one of the following subjects:

(a) Unveiling of the Seth Boyden statue in Washington Park.

(b) Reading.

(c) One of your own choosing.

*The teacher in judging the composition will note the following points:*

(a) *Character of thought.* (b) *Clearness of expression.*

(c) *Capitals, punctuation, spelling and paragraphing.*

(d) *Neatness and arrangement.*

5. Select from your composition and arrange the following:

(a) A personal, a relative, an interrogative and an adjective pronoun. Tell whether they are nominative, objective or possessive in form.

(b) A verb used in the infinitive form.

(c) A phrase. Give the principal word and tell what it modifies.

(d) A compound or a complex sentence. Name the clauses and show how they are connected.

6. Using one or more sentences, or a paragraph, illustrate the use of:

(a) Transitive and intransitive verbs.

(b) Active and passive forms.

(c) Adjectives that complete predicates.

(d) Nouns that complete predicates.

Name each form.

7. In sentences of your own construction, illustrate the :

- (a) Singular and plural forms of nouns.
- (b) Possessive forms of nouns.
- (c) Compound possessives.
- (d) Masculine and feminine nouns.

Name the forms in each case.

8. Analyze the following :

“ The sun that brief December day  
 Rose cheerless over hills of gray,  
 And, darkly circled, gave at noon  
 A sadder light than waning moon.”

9. Examine carefully the following extracts and write a description of the pictures you see in each :

“ Somewhat back from the village street  
 Stands the old fashioned country seat.  
 Across its antique portico,  
 Tall poplar trees their shadows throw.”

“ The little bird sits at his door in the sun,  
 Atilt, like a blossom among the leaves.”

10. Write a brief business letter presenting or explaining some business transaction. Note with care the arrangement, penmanship, paragraphing, punctuation, spelling, etc. Sign, Henry Blank.

#### GEOGRAPHY.

1. State the difference between political geography and mathematical geography. Draw a diagram and illustrate the following : A sphere, circumference of a sphere, diameter of a sphere, axis of a sphere, great circle, small circle, degree.

2. Give the general classification of the waters on the surface of the earth. Define in full each class.

3. Define the following : A river, a tributary, confluence, an estuary, a river system, a river basin, a watershed, coast waters.

4. Compare the northern and southern sections of the United States as to physical characteristics, climate, soil products of farm, forest and factories.

5. Describe the New England States as to surface, coast, drainage, climate, productions, pursuits, and location of important cities.

6. Describe the Middle Atlantic States as to surface, rivers, climate, productions, pursuits, and location of important cities.

7. Compare the continents of South America and Asia as to location, form, surface, climate, drainage, commercial advantages and chief cities.

8. Name and locate the political divisions of Europe. Also name and locate an important city in each.

9. Bound the continent of Africa. Name and locate the Barbary States, and name and locate the capital of each.

10. Draw a map of the Mississippi river, and its principal tributaries. Describe the Mississippi valley as to its extent, drainage, climate, productions and chief cities.

#### ARITHMETIC.

1. Sold 60 bushels of oats at \$0.42; 40 bbls. of flour at \$8.50; 56 bushels of corn at \$0.58. Make out the bill, add 1 per cent. for cartage, and deduct 3 per cent. for cash, and receipt the bill.

2. A purchased a farm  $156\frac{1}{2}$  rods long and 124.6 rods wide, at \$75 $\frac{1}{2}$  per acre. Paid one half cash, gave a mortgage for the balance. At the close of one year he paid \$500 on the mortgage. How much remains due, money being worth 5 per cent.

3. Analyze: A farmer sold 2 barrels of apples at \$3 $\frac{3}{4}$  per barrel, spent  $\frac{2}{5}$  of the money for tea at  $\frac{3}{4}$  of a dollar a pound, and the balance for coffee at  $\frac{1}{6}$  of a dollar a pound. How many pounds of each did he buy?

4. What will it cost to dig and wall the cellar of a house  $41\frac{1}{4}$



feet long, 33 feet wide and 8 feet deep, the wall to be  $1\frac{1}{2}$  feet thick? The digging will cost \$0.50 per cubic yard and the laying of the wall \$15 per 100 cubic feet.

5. A merchant got a shipment of 500 bbls. of flour insured for 80 per cent. of its cost at  $3\frac{1}{4}$  per cent., paying \$107.25 premium. What did the flour cost him per bbl.?

6. Find the maturity, term of discount and proceeds of the following note :

(\$1,250.)

NEWARK, N. J., June 12, 1889.

Six months after date I promise to pay James Jones, or order, twelve hundred and fifty dollars, with interest at 5 per cent.

Discounted at the bank Nov. 15.

7. A note dated April 17, 1884, payable on demand, has the following indorsements : June 5, \$253 ; Aug. 20, \$274.50 ; Nov. 17, \$420. What is due Jan. 1, 1885, interest at 6 per cent.?

8. A. and B., contractors, received \$857.50 for grading a roadway. A. furnished 5 men for 20 days and 6 others for 15 days ; B. furnished 10 men for 12 days and 9 others for 20 days. What was each contractor's share?

9. How many men will be required, working 12 hours a day for 250 days, to dig a ditch 750 feet long, 4 feet wide and 3 feet deep, if it requires 27 men, working 13 hours a day for 62 days, to dig a ditch 403 feet long, 3 feet wide and 3 feet deep?

10. I sent to my agent in St. Louis \$1,508 to invest in flour. After deducting his commission at  $2\frac{1}{2}$  per cent., how many barrels of flour can he buy at  $\$5\frac{3}{4}$  per barrel?

## SPELLING.

- |                   |                  |
|-------------------|------------------|
| 1. Spontaneous.   | 17. Luncheon.    |
| 2. Guiana.        | 18. Sassafras.   |
| 3. Rio Janeiro.   | 19. Financier.   |
| 4. Jeopardize     | 20. Ameliorate.  |
| 5. Reconnoiter.   | 21. Raillery.    |
| 6. Poignancy.     | 22. Anthracite.  |
| 7. Daguerreotype. | 23. Coalesce.    |
| 8. Leisure.       | 24. Chevalier.   |
| 9. Subsidence.    | 25. Compelling.  |
| 10. Precedence.   | 26. Besieging.   |
| 11. Fuchsia.      | 27. Typhoid.     |
| 12. Supersede.    | 28. Buoyancy.    |
| 13. Shoeing.      | 29. Æsthetic.    |
| 14. Filigree.     | 30. Courtesy.    |
| 15. Sibyl.        | 31. Coincidence. |
| 16. Transvaal.    | 32. Phantasies.  |
|                   | 33. Velocipede.  |

## READING.

All the classes in the first grade grammar department were examined in reading by the Superintendent. The good effects in improving the reading that have attended these examinations for several years past continue.

All the grades below the first were examined in this subject by the Principals, and the results incorporated with the general record. Under the stimulus and guidance of these periodic examinations the reading in all the classes in our schools has made very decided advancement. While I am not in favor of holding the lash of examination over the heads of the pupils I am convinced that a firm and just test properly applied always has a healthy influence.

## SUMMARY OF THE EXAMINATIONS.

SCHOOL.	Applicants.		Admitted.				Rejected.	
			Honorary Graduation.		By Examination.			
	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.
Burnet Street.....	47	19	25	8	16	9	6	2
Washington Street.....	24	26	9	4	15	22	..	..
Lawrence Street.....	25	28	24	21	..	..	1	7
Colored.....	3	3	2	1	..	..	1	2
Lafayette Street.....	19	7	18	5	..	..	1	3
Newton Street.....	33	31	17	10	12	18	4	2
Summer Avenue.....	62	46	34	30	19	16	9	3
Chestnut Street.....	48	42	17	33	14	3	17	..
Oliver Street.....	36	36	23	18	..	4	13	6
South Eighth Street.....	23	19	10	4	4	13	9	14
South Market Street.....	11	16	6	8	4	8	1	..
Morton Street.....	19	29	15	14	..	6	4	9
Central Avenue.....	19	16	10	7	2	4	7	5
Private.....	2	5	..	..	2	4	..	1
Total.....	371	323	210	163	88	107	73	53
Total.....	694		373		195		126	

Average Age of Girls Admitted, 14.7.      Average Age of Girls Rejected, 15.1.

“ “ Boys      14.8.      “ “ Boys      15.4.

General Average.....14.8.      General Average.....15.3.

## EXAMINATIONS AND PROMOTIONS.

The good effects of the plan now in use continue unabated in the main. Of course no plan is or can be perfect, and we must not be surprised or discouraged if defects do exhibit themselves occasionally. It is possible that pupils are now and then advanced who are not qualified. This will occur under any system that may be devised. We must take the influence of the plan upon the schools in general. This has been beneficial in a marked degree. The teachers are in a large measure relieved from the strain and worry of making preparation for illjudged and unreasonable examinations of their pupils. The teachers are now held strictly responsible for the character of the examination tests and the progress of their pupils when promoted to the higher grades. The fact that pupils who fail to sustain their promotions are returned to them again has a great influence in leading the teacher to exercise a careful judgment in testing and deciding the fitness of the pupil for promotion.

The chief advantage of the present system of marking, rating and honorary promotions is, the teacher is free in presenting and teaching subjects rather than pages of the book, and the pupil studies to master the subject rather than for examination and marks.

With the better judgment that comes with the constant and judicious use of it the teacher will be able to determine the qualifications of the pupils with a good degree of accuracy, and cases for demotion will be very few.

I think the daily work of the pupil as recorded on his card should enter into the estimate of his standing and

fitness for promotion or graduation, as well as the annual and semi-annual examinations ; in short, all that the pupil does should enter into his final reckoning at the close of the year. The justice of this is apparent, and the advantage of it can readily be seen by all. When the child knows that every lesson, every exercise from the beginning will count for or against him, he will be very likely to hesitate when tempted to waste his time and neglect his studies, with the vain expectation that he can make them up at the final examination. I know of no means so effectual to secure uniformly good work throughout the year as the certainty of giving every part of the record its full weight. I urgently recommend that the entire daily and examination work of the pupil be used in determining his final standing and promotion.

## HONORARY GRADUATIONS AND PROMOTIONS, JUNE, 1890.

SCHOOL.	Grammar Department.				Primary Department.				Total.
	1st.	2d.	3d.	4th.	1st.	2d.	3d.	4th.	
Normal and Training—Training Department...									
Burnet Street.....	33	37	30	27	17	18	11	12	58
Eagles Street.....	..	..	..	..	21	39	14	44	245
State Street.....	..	..	..	..	..	..	12	..	12
James Street.....	..	..	..	..	7	12	44	26	89
Washington Street.....	13	15	18	20	1	2	1	5	9
Marshall Street.....	..	..	..	..	19	21	12	7	125
Lawrence Street.....	45	24	27	29	12	15	19	7	53
Commerce Street.....	..	..	..	..	28	22	..	..	175
Colored.....	3	2	4	2	..	..	31	22	53
Lafayette Street.....	23	28	41	22	6	4	4	12	37
Newton Street.....	27	12	29	32	31	41	37	17	240
South Tenth Street.....	..	..	4	16	17	18	29	3	167
Camden Street.....	..	..	..	7	15	25	34	21	115
Thirteenth Avenue.....	..	..	..	..	12	3	26	17	65
Wickliffe Street Annex.....	..	..	..	..	15	17	28	29	89
Wickliffe Street.....	..	..	..	..	..	..	6	9	15
Summer Avenue.....	64	41	22	18	6	9	31	7	53
Webster Street.....	..	12	21	25	11	25	21	14	216
Franklin.....	..	..	..	..	10	19	19	18	124
Elliot Street.....	..	..	9	5	13	21	12	18	64
Chestnut Street.....	50	28	33	41	11	6	19	34	84
					24	32	12	24	244



## HONORARY GRADUATIONS AND PROMOTIONS, JUNE, 1890.—Continued.

SCHOOL.	Grammar Department.				Primary Department.				Total.
	1st.	2d.	3d.	4th.	1st.	2d.	3d.	4th.	
Oliver Street.....	41	48	62	28	14	8	18	28	247
South Street.....	..	..	..	2	5	6	12	8	33
Walnut Street.....	..	..	..	..	25	27	51	31	134
Houston Street.....	..	..	..	..	..	..	11	2	13
South Eighth Street.....	14	7	13	8	2	2	5	8	59
Roseville Avenue.....	..	..	..	..	8	6	3	4	21
North Seventh Street.....	..	..	..	16	7	5	20	3	51
South Market Street.....	14	17	12	17	12	6	11	3	92
Hamburg Place.....	..	..	22	35	42	56	29	29	213
Hawkins Street.....	..	..	..	..	28	15	15	22	80
Clover Street.....	..	..	..	..	5	9	9	10	33
Morton Street.....	29	19	24	30	23	43	21	35	224
Eighteenth Avenue.....	..	6	19	7	8	3	18	29	90
Eighteenth Avenue Annex.....	..	..	..	..	..	..	..	7	7
Monmouth Street.....	..	..	..	21	23	27	23	21	115
Miller Street.....	..	10	12	13	15	18	14	27	109
Central Avenue.....	17	17	15	31	39	23	24	25	191
Lock Street.....	..	..	..	..	..	11	20	35	66
Total . . . . .	373	323	417	452	532	614	726	673	4110

## SUMMARY AND COMPARISON OF 1889 AND 1890.

## GRAMMAR DEPARTMENT.

Honorary Graduations, 1890 .....	373	
“ “ 1889 .....	371	
	<hr/>	
Increase .....		2
Honorary Promotions, 1890 .....	1,192	
“ “ 1889 .....	1,036	
	<hr/>	
Increase .....		156
		<hr/>
Total Increase .....		158

## PRIMARY DEPARTMENT.

Honorary Graduations, 1890 .....	532	
“ “ 1889 .....	425	
	<hr/>	
Increase .....		107
Honorary Promotions, 1889 .....	2,050	
“ “ 1890 .....	2,013	
	<hr/>	
Decrease .....		37
		<hr/>
Net Increase .....		70
		<hr/>
Increase, Grammar Department. ....	158	
“ Primary “ .....	70	
	<hr/>	
Total .....		228

## HIGH SCHOOL.

This institution never was more prosperous than now. Its progress is steady and reliable. Its influence is great upon the public instruction of the city in its stimulus upon the lower schools, and in its preparation of pupils for the Normal School which entitles to teach in the schools of the city. It touches, in many ways, the interest and prosperity of the city. Its departments are well organized and fairly well equipped, although in nearly every case overcrowded.

The commercial department is very popular, and meets in a satisfactory manner the needs of many young men who desire to enter commercial life. It is efficiently instructed in all those branches pertaining to a practical business education.

The department of physics is exciting much attention among the students. The subjects are of a practical character, and are presented and treated, as far as the facilities at the command of the instructor will permit, on the laboratory plan, with experiments largely performed by the pupils. A feature worthy of commendation is the large amount of apparatus made by the pupils. The subject of electricity in its various applications is receiving much attention. The boys would do much more if a suitable shop or work room was available for their use. Such room can be easily provided by utilizing a vacant plot in the rear of the building. This ground is so located that it is of no use for yard purposes, but can be used for a shop without the least difficulty. Here is an opportunity to introduce manual training of the most practical kind into the physical department of the High School. I would earnestly urge that this shop be built.

The classical department is in excellent condition. The work is efficiently done and the pupils are thoroughly in earnest in their work. Maps and diagrams to illustrate classical history and civilization have been furnished. Through the activity of the instructor in providing lectures, supplemented by aid from the Board, a very fine classical library has been obtained, consisting of 357 volumes; it covers nearly every phase of classical culture. It is interesting to witness the zeal with which the young men and the young women consult this library.

The mathematical department holds its usual high standard in the school. The mathematical instruction of the Newark High School has a wide reputation among our best colleges and universities.

Upon the resignation of Mr. A. S. Downing, last summer, Mr. C. S. Thacher, of St. Joseph High School, Mo., was appointed to fill the place. His success thus far seems to indicate complete success. We expect much from this department.

The German department continues to grow in strength and popularity. The instruction here is of a high order, being objective, accurate and critical. The study of German as a practical and culture study is better appreciated from year to year. German is taking the place of Greek in many of our higher institutions. This departure is thought by many of our best educators to be in the right direction.

A very important departure was taken at the opening of the school in September in the female department. This consisted in establishing a thorough English course, in which literature and classic English could be studied with much better facilities than heretofore; also in

adopting, to a moderate extent, the departmental system of instruction. This consists in assigning to each teacher one or two subjects, to which she gives her entire time. This opens the way for expert teaching in all the subjects. The teacher is enabled to concentrate her strength upon the subjects assigned to her, and in the preparation of her work she can bring to her aid, for illustration and investigation, many appliances, with the time and skill to use them, that would otherwise be impossible.

The success of this plan thus far is indicative of excellent results in the future. It is the opinion of those best acquainted with the past history and work of the High School, that its prospects for a high standard of excellency never were better.

The four classes now taught on the same plan in the Annex are in every way in a satisfactory condition.

The public occasions that have been given from time to time in the audience room of the High School building have been full of interest and enjoyment, and speak well for the activity and public spirit of the pupils and teachers.

The pressing demand of the High School now is larger accommodations. All the departments and all the special work are hindered, and in some cases seriously crippled, for want of room and appliances.

Permit me to call attention to pages 71 and 72 of the report for 1889, where the recommendations and plans for removing this difficulty are fully presented.

I cannot leave this school without again urging the necessity for increased light, by additional windows in the ground floor rooms on the Washington street side of the building. The light is very deficient, requiring the

use of gas on all cloudy days. This trouble can be easily removed, and should be without delay.

At the request of the Superintendent, the Principal of the High School presents the following statement concerning the High School :

*“ Mr. Wm. N. Barringer, City Superintendent of Public Schools :*

“ The number of pupils entering the High School in the fall of 1890 was 50 less than entered in the fall of 1889, but more pupils remained, so that we enroll only 10 less than last year. Total enrollment this year, 918.

“ We labor continually, and with some success, to impress upon our pupils the importance of staying in school till they have finished their full course.

“ Our largest falling off is in the first year class. Altogether too many boys, as soon as they enter the High School, begin to ‘ look for a place.’

“ If pupils could remain another year in the grammar schools, studying algebra, book-keeping, physical geography and elementary physics, the High School would not be so crowded, nor would so many leave before finishing their course. The first year in the High School should be very practical and every way valuable, as it is the last year of school to so many.

“ In the fall of 1887 there entered the High School 220 boys and 231 girls. Of these, there returned the second year, 93 boys and 122 girls, a loss of boys of about 57 per cent., and of girls 47 per cent. In the fall of 1888 there entered 221 boys and 249 girls. There returned, 90 boys and 133 girls, a loss of 59 per cent. of boys and 46 per cent. of girls. In 1889 there entered 231 boys and 294 girls. There returned, 105 boys and 152 girls,



a loss of 54 per cent. of boys and 48 per cent. of girls. This is a matter for serious thought.

"In a report that I made to the Committee, in 1884, I said: 'I am decidedly in favor of having the female department (as well as the male) conducted on the departmental plan.' Formerly each teacher taught all the studies in a given class, but we changed the plan in the male department some fifteen years ago; but there have been obstacles that have prevented the change in the female department, and those obstacles have never been entirely removed till this year, and now the work is being done on the departmental plan. At first there was some friction, but things now move smoothly and the lady teachers generally are happy in their work. The girls change rooms as they change teachers, thus getting a little relaxation and fresh air between each recitation. They lose ten minutes in time, but gain twenty in vigor.

"Formerly the study of the English language and literature was fragmental. We studied an author rather than his work, and but little of this work was done except in the senior class. Now we study English in all the classes. A book or poem is put into the hands of the pupil, and she learns of an author through his writings. Different classes are studying something from Shakespeare, Scott, Macaulay, Bryant, Holmes, Hawthorne, etc.

"I gave two classes an examination a few days since, and the last question to a class that had been studying *Thanatopsis* was: 'Of what value has the study of Bryant been to you?'

"Among the replies were the following: 'The study of this author has made me feel less like reading the sentimental nonsense written by some people.' Another

said: 'The study of Bryant has been of use to me. 1st. In showing how beautiful Nature is in all her aspects. 2d. In showing how beautiful and emphatic poetry may be made by the use of Anglo Saxon words. 3d. In teaching me that by studying poetry the hidden beauties of it are discovered. 4th. In qualifying me to enjoy other poetry.'

"The same question was asked to a class studying Scott's *Lady of the Lake*. Here are a few of the replies:

'The study of the *Lady of the Lake* has taught me how to read a poem.' 'From it I have learned something of the manners and customs and character of the Scottish people, and something of the geography and history of Scotland. In reading I have learned to use my mind and not my eyes alone.' 'It has improved my mind and given me great pleasure.' 'The study of this poem has led me to think more about Scotland in the middle ages, and has incited me to get books and read about what was done in those early times, and how they lived in castles, fought battles, and tried to serve their king, and I have learned about the clans and how they were formed.'

"There is no study in school that the teachers or pupils are more interested in than in the study of English on the new plan. The careful study of the Latin, Greek and German is all very good, but it seems to me that the most important language for our pupils to master thoroughly is the English. We are especially fortunate in having so near us the Newark Public Library, and the very efficient librarian, Mr. Frank P. Hill, is ever ready to aid us in finding just the books that we need. Each pupil is allowed to draw one book, and our twenty-four

teachers each six books at one time, thus making the library of great practical value in our school work.

“You may like to know what colleges have representatives from our school. We have to-day boys in Rutgers, Princeton, Columbia, Harvard, Yale, Colby, Syracuse, Lafayette and Bellevue Medical College, and girls in Wells, Smith, Barnard, Harvard Annex and Women’s Medical College of New York, and they are all doing credit to the Newark Public High School.

“In the fall of 1889 German was made optional with Latin in the girl’s department. Last year 226 girls (omitting the senior class as they were so nearly through) took German and 251 Latin. This year, in the corresponding classes, 261 take German and 300 Latin. These figures show that the people appreciate the advantages offered. Two teachers, Miss Büttner and Miss Bigelow, devote their entire time to teaching the German. The Board did a wise thing in putting in the German; perhaps they will think best by and by to add French to the list of optional studies.

“You have occasionally seen a notice of a lecture at Association Hall for the benefit of the High School. These lectures have been managed by different teachers, and for a twofold purpose; first, to benefit the pupils, and, second, to enable teachers to purchase special books and appliances for their class room work. Since 1886 we have received from various lectures and one concert over \$1,000. The boys and girls publish yearly the *High School Annual*, and that has netted since 1886 \$319.22, making a grand total since 1886 of \$1,357.34. All of this has been put into school appliances, and this has been generously supplemented by the Board, so that now we have a large number of books—not so many as we want—and a valuable chemical and philosophical apparatus.

"And we have done something in the way of charity. In 1888 we gave to the yellow fever sufferers \$65.21. In 1889 to the Johnstown sufferers \$207.76, and last Thanksgiving we sent a donation of \$46.18 to the Orphan Asylum.

"In conclusion, I would say that the teachers are all at work harmoniously, and we confidentially expect that this will be the most fruitful year the High School has ever seen.

"Respectfully submitted,

"E. O. HOVEY,

"Principal."

The following table shows the number of graduates for each year since 1862, twenty-nine years :

Year.	Males.	Females.	Total.
1862 .....	8	..	8
1863 .....	8	22	30
1864 .....	6	8	14
1865 .....	6	13	19
1866 .....	8	16	24
1867 .....	4	23	27
1868 .....	4	25	29
1869 .....	6	30	36
1870 .....	7	34	31
1871 .....	9	19	28
1872 .....	10	30	40
1873 .....	13	26	39
1874 .....	14	18	32
1875 .....	14	33	47
1876 .....	17	46	63
1877 .....	19	41	60
1878 .....	32	47	79

Year.	Males.	Females.	Total.
1879 .....	24	48	72
1880 .....	26	39	65
1881 .....	24	46	70
1882 .....	21	53	74
1883 .....	27	48	75
1884 .....	30	40	70
1885 .....	39	43	82
1886 .....	42	53	95
1887 .....	32	45	77
1888 .....	27	63	90
1889 .....	37	61	98
1890 .....	51	49	100

Total number of graduates, 565      1,019      1,584

An average of 54 each year.

The graduates for this year were distributed as follows :

Scientific Course.....	3
Classical      " .....	8
English      " .....	12
Commercial      " .....	28
Ladies'      " .....	49
<hr/>	
Total.....	100

Of the entire number of graduates, 72 were of the four years' course, and 28 of the two years' course.

A study of the above tables reveals the steady growth of the High School. The 1,584 graduates that have gone out from the school during its history is a sufficient comment on the value and strength of the institution.

## COMMENCEMENT EXERCISES OF THE HIGH SCHOOL.

These exercises were held in Miner's Theatre, Wednesday evening, June 18th. The audience, as usual, was large and seemed to highly enjoy the exercises. The class reflected credit upon the school and received all the honors of the occasion.

### ORDER OF EXERCISES

OVERTURE—"Summer Night's Dream," - - - *Suppé*

MUSIC—Selection—"Bohemian Girl," - - - *Balfe*

ENTRANCE OF GRADUATING CLASS AT EIGHT O'CLOCK.

MARCH—"Dedicated to the Class of '90," - - - *Voss*

ORATION—"Personal Responsibility of the Citizen,"

Herman B. Lehlbach

ESSAY—"Carlyle's Conception of the Hero,"

Miss Rachel Fried

CHORUS—"There is Music by the River," - By the Class

ESSAY—"Hermann der Cherusker," - Walter B. Allen

(Commercial Senior.)

MUSIC—"The Darkey's Dream," - - - *Reeves*

ESSAY—"The Two Locksley Halls," Miss Jessie M. Wendover

ORATION—"Conflict Between Religion and Science,"

Ernest F. Lyon

ESSAY—"A Letter to Columbus," Miss Helen E. Williams

MUSIC—"Forge in the Forest," - - - *Michaelis*

ORATION—"The Importance of Classical Studies,"

Lawson H. Wickware

ESSAY—"Sesames," - - - Miss Annie C. Rudd

CHORUS—"The Fairy Ring," - - - By the Class

ESSAY—"Three Villains: Don John, Iago and Iachimo,"

Miss Leonora R. Gaffy

ORATION—"The Future of the Workingman," Wm. C. Nicoll

MUSIC—"Spanish Waltz," - - - *Alma Aronson*



PRESENTATION OF CLASS FOR GRADUATION, BY E. O. HOVEY,  
PRINCIPAL OF THE HIGH SCHOOL.

AWARDING OF DIPLOMAS, BY EDWARD GOELLER, PRESIDENT  
OF THE BOARD OF EDUCATION.

PRESENTATION OF PRIZES, BY JOHN BREUNIG, CHAIRMAN  
HIGH SCHOOL COMMITTEE

Edward Goeller Prize--*For the highest per cent. in scholarship  
and deportment of the class in German during the year--*  
Walter B. Allen.

Gift of the Gentlemen of the Class of Seventy-nine--*For the  
highest per cent. in scholarship, deportment and attendance  
of the Graduates of the Commercial Department--*Moses  
Jedel.

Gift of the Alumni--*For the highest total average of all the  
examinations for the four years by the young ladies--*Sara  
E. Van Duyne.

Gift of the Alumni--*For the best oration--*Wm. C. Nicoll.

John L. Johnson Medal--*For the highest per cent. in mathe-  
matics during the past four years--*Jessie M. Wendover.

Tichenor Medal--*For the best rhetorical work during the year  
by the young ladies--*Mary R. Ledwith.

Abbie A. E. Taylor Medal--*For the best final essay of the young  
ladies--*Leonora R. Gaffy.

Hovey Medal--*For the highest per cent. in scholarship, deport-  
ment and attendance of the entire class during the year--*  
Kate Nichols.

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## GRADUATES OF 1890.

### SENIOR BOYS.

#### *Classical and Scientific Course.*

James R. Blake,  
Charles G. Colyer,  
Henry J. Hahn,  
Fred. Hoadley,  
Drew T. Harthorne,

Herman B. Lehlbach,  
Ernest F. Lyon,  
Fred. W. Memmott,  
Fred. P. Schenck,  
C. Ludwig Thiele,

Lawson H. Wickware.

*English Course.*

William H. Burnet,  
 Albert G. Clark,  
 Robert G. Contrell,  
 William A. Duren,  
 Arnaud G. Heller,  
 William A. Kinsey,

Nathan Kussy,  
 William C. Nicoll,  
 Frank C. Ormsby,  
 William H. Osborne,  
 William Schopfer, Jr.,  
 Charles E. Teeter.

## SENIOR GIRLS.

*General Course.*

Lulu B. Albertson,  
 Nellie M. Badgley,  
 Lucy E. Baker,  
 Eva E. Bayley,  
 May E. Bennett,  
 Mabel I. Blanchard,  
 Rosie Bornstein,  
 Florence M. Burtchall,  
 Grace A. Coe,  
 Margaret C. Delaney,  
 Mabel W. Dixon,  
 Lena E. Egner,  
 Antoinette Forbes,  
 Rachel Fried,  
 Leonora R. Gaffy,  
 Julia A. Harlow,  
 Anna M. Hausman,  
 Maud G. Hogan,  
 Laura E. Hunt,  
 Nellie S. Kinnard,  
 Mary R. Ledwith,  
 Minnie L. Lewis,  
 Nettie A. Marlatt,  
 Mona M. May,

Mary C. Meade,  
 L. Louise Melick,  
 Jennie L. Menagh,  
 Theresa Navatier,  
 Kate Nichols,  
 Margaret Nichols,  
 Margaret Randolph,  
 Bertha A. Redding,  
 A. D. Reeve,  
 Annie C. Rudd,  
 May Irene Sherman,  
 Nellie L. Smalley,  
 Lue Tunison,  
 Sara E. Van Duyne,  
 Susie H. Vieser,  
 Florence A. Vreeland,  
 C. May Welcher,  
 Jessie M. Wendover,  
 Josephine D. White,  
 Amelia A. Wilkins,  
 Helen E. Williams,  
 Mabel Willoughby,  
 Flora York,  
 Annie M. Young.

*Scientific Course.*

Ada Davis.

*Commercial Course.*

Walter B. Allen,  
 Louis J. Auerbacker,  
 Max Bloch,  
 Herbert N. Brand,  
 Fred. Bruen,  
 Harvey D. Cadmus,  
 Charles Clark,  
 J. Harry Elkins,  
 Thomas C. Griffiths,  
 John Haas,  
 Moses Jedel,  
 John A. Kern,  
 Adolph Kuhne, Jr.,  
 Simon Lang,

Edward V. Lyon,  
 Emil O. F. Mahr,  
 Thomas J. McElhose,  
 George R. Potter,  
 Henry B. Rogers,  
 Frank Saul,  
 Robert Schaller,  
 George J. Schmauder,  
 Samuel J. Schnarr,  
 John P. Streib,  
 Warren B. Stout,  
 Arthur J. Thowless,  
 Wilbert E. Titus,  
 Edward L. Weil.

## THE NORMAL AND TRAINING SCHOOL.

The growing importance of this institution is recognized from year to year by the Board of Education, and the true friends of our schools. Its standing and claims growing out of its relations to the schools of the city were never of more significance than now. There is no need more imperative in the schools of the land than thoroughly qualified teachers in scholarship, culture and professional training. The most pressing problem now under solution is how best to secure such teachers. Of course we turn to the professional school as the means by which this can be done.

We all are familiar with the trite but true saying: "As

the teacher so is the school." I will supplement as the Normal School so is the teacher. This centers the responsibility where it belongs.

That the Normal instruction and training of the country needs to be placed on a higher and broader plane is admitted by all educators and friends of education. In proof of this we may call attention to the fact of the deep interest now taken in teaching as a science and a profession by a very large number of the colleges and universities. Schools of Pedagogy, of the same grade and holding the same relation to the college or university as law, medicine and theology, are being organized; chairs of pedagogy and educational science are established in many colleges, and the ablest and most eminent educators are called to fill them. I would call special attention to the School of Pedagogy connected with the University of the City of New York. Also to the Clark University, a recently largely endowed institution located in Worcester, Mass., of which Dr. G. Stanley Hall is President. Dr. Hall is one of the most eminent of living educators. One of the leading purposes of this university is to investigate by all the methods and through all the means known to philosophy and science, the history and development of the educational theories and systems that have been prominent in their influence upon the education and civilizations of the world. It is not difficult to understand that when education and the profession of teaching shall receive their full share of the time, research, investigation and experiment that these higher institutions give to all the other lines of investigation and discovery, we shall be justified in expecting an equal advance.

Some doubtless will say, what has this to do with the

modest little Newark Normal School? I reply that whatever has to do with the advancement and elevation of education as a science or teaching as a profession has to do with every normal school, however small or humble, by bringing to bear upon the general subject of sound, practical education, liberal educated, public sentiment, without which no substantial progress can be made in any reform.

The Normal and Training School is making commendable progress in the two years' course laid down for it.

The year closing June, 1890, was a burdensome one as the school furnished all the substitutes for the schools of the city. In addition to this the prevalence of the grippe among the teachers made the substitute work exceedingly heavy, so much so that some days every member of the Senior class and a number of the Junior class were on duty as substitute teachers in the schools.

Notwithstanding all this the course was fairly well completed, and the Seniors graduated with a good standing.

The school opened last September with an excellent attendance. The Senior class enrolled 43, and the Junior 40. Thus far this year the attendance has been fairly good, and the work of the pupils shows earnestness and a growing appreciation of the value of the Normal course.

The Senior class continues its visitation for observation and practice in the following grammar schools: Burnet Street, Washington Street, Lawrence Street, Lafayette Street, Summer Avenue, Chestnut Street, South Eighth Street, Morton Street, Miller Street and Central Avenue. The pupils spend three days each week, viz., Tuesday, Wednesday and Thursday in this observa-

tion and practice work, and two days, viz., Mondays and Fridays in the Normal department for two consecutive weeks, when they return to the Normal School for two weeks, and the second division takes their place in alternation. By this method each pupil has three-tenths of her time for observation and actual practice in the school room. The Junior class is divided on the same plan, taking their observation and practice, however, in the training department of the Normal and Training School. The arrangement is quite satisfactory, but experience will undoubtedly point out needed improvements.

Dr. Linhart, who had taught the school in physical culture during the past two years, resigned to accept a position in Chicago. Mr. Lory Prentiss succeeded him in the Newark Academy, and was appointed to instruct the Normal School to the same extent and upon the same terms that Dr. Linhart had done.

The success in this department is, perhaps, all we can expect with the present facilities. But it is not what we need and desire. In the first place the lessons and exercises must all be given outside of school hours, which makes it to seem somewhat of a task. We very much need room for this work in the Normal and Training School building. Then this instruction and these physical exercises would form a part of the regular daily work of the school, and excuses for relief therefrom on account of over hours and overwork would have little weight. This is another reason why the accommodations for this institution should be greatly enlarged. However, we are doing the best we can with the time and facilities at our command, believing that when a good beginning has been made the needed extensions will come in due time.



A number of the schools of the city are introducing this physical work in good earnest. This indicates that patience and perseverance will bring success in the end.

A Kindergarten class was started in a small way during the last term of last year. A small quantity of kindergarten material was furnished together with the necessary furniture as tables, chairs, etc. The beginning, under Miss Cornish, was so satisfactory that at the opening of the school year, September last, the material and the work were considerably extended. Miss Sarah J. McNary, graduate of Wellesley College, was placed in charge. Her success was complete, and we may consider the kindergarten work a permanent part of the regular Normal and Training course. A vacancy occurring in the Junior class of the Normal department Miss McNary was transferred to that class, and other provision will soon be made for the kindergarten class.

I wish here to urge upon the Board the absolute necessity for enlarged accommodations for this all important school.

Reference has been made to this need in other parts of this report, and the recommendations made need not be repeated here.

The following exhibits the enrollment, attendance and the number of graduates since the organization of the school:

	Enrollment.	Ave. Attendance.	Graduates.
1880.....	33	29	29
1881.....	28	25	27
1882.....	31	26	28
1883.....	37	34	36
1884.....	39	32	35
1885.....	36	32	35

	Enrollment.	Ave. Attendance.	Graduates.
1886.....	41	34	36
1887.... .	55	49	53
1888 .....	33	31	33
1889.....	43	40	..
1890.....	79	72	40
<hr/>			
Total.....	455	404	352

A glance at the above table shows the steady growth of this institution. Of the 455 enrolled, 352 graduated and are very largely now engaged in teaching in the schools.

In the year 1889 no class graduated, on account of the introduction of the two years' course. This explains the apparent discrepancy between the number enrolled, 455, and the number graduated, 352.

When we realize that fact that, practically, all the teachers in the primary and grammar schools are trained in this school, we are again reminded of its importance and should provide liberally for its needs.

## COMMENCEMENT EXERCISES OF THE NORMAL SCHOOL.

A large and highly interested audience assembled in Association Hall to witness these exercises. The class acquitted itself with credit to the school, and the honors of the occasion were earned and graciously received.

### ORDER OF EXERCISES.

OVERTURE—"The Castle Gate," - - - *Schlepegrell*

ORCHESTRA.

PRAYER.

SONG—"The Lord is my Shepherd," - - *Henry Smart*

BY THE CLASS.

Wilhelminah Warring, Accompanist.

ESSAY—"The Real and Ideal of To-day,"

BESSIE C. SCHENCK.

SONG—"The Chimes," - - - - - *J. C. Macy*

BY THE CLASS.

ESSAY—"Vision of Mirzah,"

MARY L. CONSELYEA.

VOCAL SOLO—"The Maiden's Song," - *Meyer Helmund*

GRACE A. ROBERTS.

ESSAY— { "A Woman not too great and good  
          { For human nature's daily food,"

FLORENCE L. HAINES.

MUSIC—"Dance of the Autumn Leaves," - - *Matteè*

ORCHESTRA.

ESSAY— { "The Love of Nature," or  
          { "How the Poet Sees."

EDITH M. LOWEREE.

SONG—"The Daffodils," - - - - *King Hall*

BY THE CLASS.

ESSAY—"Aude Sapere,"

KATHERINE F. BELCHER.

VOCAL SOLO—"Thee, I think of Marguerita," *Meyer Helmund*

GRACE A. ROBERTS.

ESSAY—"Class History,"

RACHEL K. JORALEMON.

CHORUS—"The Graduate's Farewell,"

BY THE CLASS.

PRESENTATION OF CLASS FOR GRADUATION, BY PRINCIPAL  
K. S. BLAKE.

AWARDING OF DIPLOMAS, BY WM. N. BARRINGER, CITY  
SUPERINTENDENT.

MUSIC—"Wie der Wind," - - - - *A. Killig*

## GRADUATES OF 1890.

Ella C. Ackerson,	Daisy M. Law,
Charlotte R. Barnard,	E. Theresa Leary,
Katherine F. Belcher,	Edith M. Loweree,
Margaret C. Breitwieser,	Edith O. Martin,
Emma C. Christie,	Amy H. Marvin,
Mary Plum Cornish,	Mary B. McCrea,
Mary L. Conselyea,	Jane E. McKee,
Lilian Coursen,	Nellie E. Reeve,
Laura F. Dickerson,	Grace A. Roberts,
Adelaide Drummond,	Bessie C. Schenck,
Emma I. Fithian,	Florence Taylor,
Frances C. Force,	Ada M. Turner,
Jane Forman,	Albertina G. Tillard,
Jessie Gillott,	Helen M. Van Ness,
Claribel Gogl,	Wilhelminah Warring,
Florence L. Haines,	Gertrude Warring,
Della Joralemon,	Edith M. Williams,
Rachel K. Joralemon,	Emma Wolf,
Augusta Kempe,	Esther Weil,
Aglaé L. Labiaux,	Clara Zahn.

I desire to commend all the teachers of the Normal and Training School for their zeal and devotion, and for the large measure of success they achieved under many difficulties.

## SUMMER SCHOOLS.

These continue to grow in favor. They are highly appreciated by those whom they are intended to benefit. During their sessions many thanks are expressed, and the Board of Education is congratulated and commended for its wisdom and liberality in establishing these summer schools.

It is a very great surprise to many to witness the willingness and pleasure with which large numbers of children attend these schools. It has been the opinion of many in the past that children dislike school. This is a great mistake. In revealing this mistake these schools are worth all they cost. Children love school when it meets their real needs and satisfies the activities of their natures. This these summer schools do. Hence the eagerness with which they are attended.

I recommend that a summer school be opened in South Market street building, and also in South Tenth street house. I am satisfied that in both these localities large schools could be organized. The children in these districts do not leave the city during the summer vacation, and would welcome the opportunity they would afford them.

As I stated last year, it would be wise to scatter these schools, making them more accessible. This is all the more necessary as the children are young and should not be compelled to go long distances.

The following statistics will show the condition of these schools :

SCHOOL,	No. of Classes.	No. of Pupils Enrolled.			Average Attendance.
		Male.	Female.	Total.	
Newton Street.....	9	254	199	453	280
Wickliffe " .....	4	83	86	169	113
Webster " .....	3	97	88	185	132
South " .....	3	72	81	153	72
Hamburg Place.....	7	231	182	413	276
Morton Street.....	11	287	242	529	375
<hr/>		<hr/>	<hr/>	<hr/>	<hr/>
Total.....	37	1,024	878	1,902	1,248

The following exhibits the various ages of the children attending :

SCHOOL.	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15
Newton Street..	89	89	94	76	56	33	11	5
Wickliffe " ..	36	25	37	27	16	19	5	4
Webster " ..	33	32	34	34	17	19	7	9
South " ..	38	26	26	25	20	10	6	2
Hamburg Place.	136	67	71	60	39	29	9	2
Morton Street..	121	111	84	90	72	37	11	3
Total.....	453	350	346	312	220	147	49	25

The following shows what schools the pupils attended before entering the summer schools :

SCHOOL.	Public School.	Private School.	No. School.
Newton Street.....	389	61	3
Wickliffe " ..	95	74	..
Webster " ..	145	37	3
South " ..	128	23	2
Hamburg Place.....	352	61	..
Morton Street... ..	473	46	10
Total.....	1,582	302	18

In closing this article I would state that many inquiries come from various parts of the country concerning these summer schools. There seems to be a growing and widespread conviction that something of this kind should be done for that very large number of children in every large city who cannot take a vacation in the mountains or at seashore. And it also appears that Newark is the pioneer in this movement.



## EVENING SCHOOLS.

These have been discussed so fully in these annual reports during the past half dozen years that but little need be said now. Their necessity is admitted; their strength has been demonstrated.

They now constitute an important and permanent department of the educational system of our city. Their value increases from year to year. This is owing to the accumulated experience in their management, and the better appreciation of them by their patrons and the public at large. Also we are securing a body of better qualified teachers for service in them.

The enforcement of the compulsory school law has improved very decidedly the attendance. I have no doubt concerning the efficiency and final triumph of this law if it be patiently and wisely enforced.

The evening schools have a great work to do in reaching the foreign element now so large and rapidly increasing. The course of instruction in these evening schools has been arranged with reference largely to this need of those who are in such large numbers coming to us. Reading, writing, composition work in letter writing, business transactions, the elements of book-keeping. The prominent facts in history, the forms and administration of our governments, national, state and municipal, and in so far as may be by patriotic songs and readings to awaken and foster feelings of respect and love for our flag and the government of these United States.

While many imperfections still exist and much poor work is doubtless done, yet there is much to encourage us, and I urge the Board to foster them to the full extent of its recognition and means.

An important step was taken at the opening of the schools last October in the organization of an Advanced or Evening High School in the High School building.

This school organized with two classes of about forty pupils each. The general standard for admission is graduation from a grammar school or its equivalent. Thus far the attendance has been quite satisfactory, and the institution seems to be an assured success. There will be without much doubt three or four classes next year, as a good number from the regular evening schools will be qualified to enter the advanced school. In addition to this a number of the graduates of the grammar schools, who cannot enter the day High School on account of entering business, will avail themselves of this opportunity to continue their High School studies. The course covers three years with graduation and diploma at the close for those who satisfactorily complete the course.

There is a large and very rapidly growing population west and southwest of Eighteenth Avenue School. The Morton Street Evening School has become very large, numbering from twelve to fourteen classes. Some of these pupils are obliged to come a long distance through dark and poorly flagged streets. In my judgment it would be a great convenience and profit to this section to organize an evening school in Eighteenth Avenue School building. I am of the opinion that from six to eight full classes can be organized here without in any way interfering injuriously with Morton Street Evening School. These classes would be composed entirely of those who very much need this opportunity and instruction. I present this recommendation for the consideration of the Board.

The following statistical tables are submitted :

The number of pupils registered, 2,535 ; males, 1,952 ; females, 583.

Number of teachers employed in the evening schools, 59; males, 27 ; females, 32.

The number of pupils suspended or expelled is shown below :

Lafayette Street....	6
Newton       “ .....	..
Webster       “ .....	..
South Market Street.....	3
Morton Street.....	6
Central Avenue.....	13
	—
Total.....	28

The above table is a brief summary of the schools as to enrollment, number of teachers, number of suspensions, etc.

The following table shows the enrollment, attendance, &c., for the year ending March 1, 1890 :

SCHOOL.	Enrollment.	Average Enrollment.	Average Attendance.	Per Cent.	Length of Term.
Lafayette Street. ....	464	289	223	77.1	5 mos.
Newton       “ .....	333	216	177	81.9	5 mos.
Webster       “ .....	354	215	154	71.6	5 mos.
South Market Street. ....	505	336	256	76.1	5 mos.
Morton Street.....	488	309	216	69.9	5 mos.
Central Avenue.....	391	215	166	77.2	5 mos.
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total.....	2,535	1,580	1,192	75.6	5 mos.

The average nightly membership in each school for each month is shown in the following table :

SCHOOL.	Oct.	Nov.	Dec.	Jan.	Feb.	Average.
Lafayette Street..	397	307	272	233	234	289
Newton " ..	313	256	215	220	177	216
Webster " ..	314	265	203	165	129	215
South Market St.	420	345	328	306	282	336
Morton Street...	436	369	314	242	182	309
Central Avenue..	331	244	207	159	136	215
Total.....	2,211	1,786	1,537	1,325	1,140	1,580

#### EVENING DRAWING SCHOOL.

This school loses none of its strength and popularity. Since its removal to its present rooms, corner of Halsey and Market streets, its numbers have largely increased.

The instruction continues to improve in all the departments. The free hand classes are large and are doing excellent work. Those attending these classes are largely employed in the jewelry factories and pattern shops, carving and turning establishments. Those in the architectural classes are almost entirely builders, while those in the mechanical department are machinists. Those in the cast and model department are trained in objective work direct from the object, under the influence of light and shade. Clay modeling should be introduced into this class at the beginning of next year. I would urge this upon the Board as a matter of importance in completing this course.

When the rooms now in use were fitted up it was thought by some that the school would have more than enough room. Experience, however, shows that we are almost as badly crowded now as we were in Library Hall. Additional room can be had, and should be secured at once. The influence and benefit of this school can be largely extended thereby. Several more classes can and should be organized next year.

From the foregoing the Board will perceive that this school touches directly nearly all the industries of our city. We cannot, from a commercial standpoint, afford to neglect it. Money expended here is well invested.

The following are the statistical details for the year ending April 1, 1890:

Number of pupils enrolled in each department:

Mechanical Drawing.....	172
Architectural Drawing.....	146
Freehand Drawing... ..	294
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Total.....	612

Average enrollment for each month :

	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Ave.
Mechanical Class I.....	24	19	17	17	15	16	18
“ “ II . . . .	31	29	30	26	25	21	27
“ “ III . . . .	88	88	80	55	52	47	68
Architectural “ I.....	10	10	9	7	6	6	8
“ “ II . . . .	27	27	26	23	22	22	25
“ “ III . . . .	40	39	36	49	46	44	42
Freehand “ I.....	16	18	19	20	19	17	18
“ “ II . . . .	76	71	61	61	58	46	62
“ “ III . . . .	76	69	58	58	58	44	61
<hr/>							
Total.....	388	370	336	316	301	263	329

## Average attendance for each month :

	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Ave.
Mechanical Class I.....	19	17	13	13	11	11	14
“ “ II.....	28	23	23	19	18	16	21
“ “ III....	80	77	68	45	41	37	58
Architectural “ I.....	10	10	7	5	5	5	7
“ “ II.....	27	24	22	18	17	15	21
“ “ III....	36	32	29	43	39	32	35
Freehand “ I.....	12	14	16	16	15	14	15
“ “ II.....	66	63	48	48	38	33	49
“ “ III....	62	61	44	42	40	33	47
Total....	340	321	270	249	224	196	267

When we consider that the members of this school are engaged in hard labor throughout the day, the attendance is certainly commendable in a high degree.

The closing exercises were held in Upper Library Hall on the evening of April 11, 1890. The hall was crowded to overflowing.

Commissioners James F. Bless, Chairman of the Evening School Committee, presided. Remarks were made by the Chairman, Commissioners Hays, McKenna and the Superintendent.

Diplomas were distributed by the Chairman, amid much enthusiasm, to the following graduates :

## GRADUATES OF 1889-'90.

## MECHANICAL CLASS.

Frederick W. Albrecht,	Charles Mossbrugger,
Louis Luckemeyer,	William Pfeiffer,
Emil Werner.	

## ARCHITECTURAL CLASS.

John W. Shafer,	M. S. Fredericks,
Samuel McDougall.	

## FREEHAND CLASS.

David Mayfield,	Edward Grimm.
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These graduates from year to year are found occupying lucrative and responsible positions in our city and elsewhere, as we frequently have applications from outside for their services.

At the close of the exercises the audience visited the drawing rooms to inspect the work done by the classes during the year. The rooms were crowded for several hours, and much satisfaction was expressed with the results of the year's work.

It was concluded by the Evening School Committee that the closing exercises in future should be held in a larger and more convenient hall.

### COMPULSORY SCHOOL LAW.

This has been steadily and successfully enforced during the past year. The police authorities have been vigilant and efficient in carrying out the provisions of this law. The Labor Inspector and the Truant Officer have been very active in searching out cases and in applying the law, and as the statistics will show a large number of cases have been dealt with successfully.

Many thanks are due the Mayor for the ever ready and valuable aid rendered by him in enforcing all the provisions of this law. He has never hesitated in a single case to assist the police and school authorities in all their efforts in this direction.

A detailed statement of the plan and the blanks used by the authorities in carrying forward this work was given on pages 89 and 90 of the report for 1889, and, therefore, it will be unnecessary to repeat here. I can say the plan and the means used have proved very satisfactory. All

this work so far as concerns those connected with the public schools passes through the hands and under the direction of the City Superintendent.

I am more than every satisfied that the persistent enforcement of this law will result in great benefit to the city and the cause of general education.

That children should not be allowed to roam the streets, exposed to all their temptations is questioned by no reasonable person. Neither should they be employed in shops and factories at too young an age when their bodies and minds should be under cultivation and training. The wise farmer is careful not to put the young colt to heavy work before he has reached a safe age. Should we not be equally careful of our children?

### TRUANT STATISTICS.

The following table covers the cases that have been considered from the day and evening schools since the initiation of the law, September, 1889, to January, 1891:

#### DAY SCHOOLS.

September, 1889, to January, 1890.....	104
January, 1890, to September, 1890.....	254
September, 1890, to January, 1891.....	84
Total.....	442

#### EVENING SCHOOLS.

September, 1889, to January, 1890... ..	145
January, 1890, to September, 1890.....	90
September, 1890, to January, 1891.....	409
Total.....	644
Grand Total.....	1,086

Many of the above have been returned to the schools, either day or evening, and a good number of them are now in regular attendance. This success is sufficient to settle the question of the value or practicability of the Compulsory School Law.

A number has been sent to the City Home at Verona. This Home is now very much crowded, and very soon additional provision must be made for these cases that need more and different attention than can be given in the public school.

I have, for two or three years past, called the attention of the Board to the propriety and advantage of establishing an ungraded school in the city, to which can be sent, under proper direction and limitation, such pupils as are irregular in attendance or incorrigible in their conduct, or that may need in any way such treatment and discipline as cannot well be given in the regular graded schools. I am stronger in my convictions than ever, that such a school should be established at the earliest possible moment. We cannot begin too soon nor too early to train the wayward to right thinking and right habits. Such a school, in my judgment, could be made an almost irresistible power in that direction.

## HEALTH RECORD OF TEACHERS AND PUPILS.

Commendable attention is now given by the Board and most of the principals and teachers to the healthfulness of the school rooms and the observance of the hygienic conditions necessary to insure the health of teachers and pupils. No more important question can receive consideration by those intrusted with the care and training of the young. This subject should receive not merely the casual routine attention that comes and goes with the order of the day simply to be gone through with as a perfunctory duty and disposed of as a task to be gotten rid of as soon as possible. It should receive the most patient study and investigation, which means an accurate knowledge of the fundamentals of physiology and hygiene, or careful observation of the weaknesses, tendencies and habits of pupils; and a knowledge of the principles and methods of instructing them and skill in applying them in giving such instruction.

The awakening which seems to be widespread in regard to the importance of physical training and health improvement will, no doubt, result in great good. Many schools, colleges, universities and various associations are taking vigorous measures to introduce this health training into the schools generally. To this effect they are employing special teachers of thorough education and great skill, building gymnasiums, multiplying and simplifying the needed conveniences and appliances.

I feel safe in predicting that not many years will pass without the introduction of this training into all our schools from the lowest to the highest grade.

I think physical training should be made at once an obligatory part of the course of study in all our schools, and not any longer be left to the convenience or option of the teacher. This training to be intelligent—that is, based upon correct physiological principles and knowledge,—systematic, adjusted to the needs of the pupils and thoroughly applied.

I am well satisfied that time spent in this work will prove a good investment. I am further convinced that if one-fourth of the school time were spent in cultivating the body and building up the health and strength more intellectual results could be obtained in the remaining time than is now accomplished in the entire time. We make a great mistake in training the mind at the expense of the bodily health.

The instruction in physical culture in the Normal School, which is designed eventually to reach, through these normal pupils, the primary and grammar schools, is progressing slowly. The difficulties in the way have been noted in the discussion of the Normal and Training School. However, I feel we are on the right track, and only need to persevere until the end is accomplished.

I would refer to what is said on page 93, in report for 1889, concerning supply of apparatus, use of courts, &c.

I would also note again that a number of schools are active and successful in introducing and using these exercises.

The following tabulated statement exhibits the condition of the schools in health matters during the year closing June, 1890:

Schools.	Deaths.		General Health.	
	Teachers.	Pupils.	Teachers.	Pupils.
Normal and Training.....	..	..	F.	G.
High.....	..	1	G.	G.
High Annex.....	..	..	G.	G.
Burnet Street.....	..	5	E.	E.
Eagles Street.....	..	..	E.	E.
State Street.....	..	8	G.	G.
James Street.....	..	..	G.	G.
Washington Street.....	..	..	G.	G.
Marshall Street.....	..	4	G.	F.
Lawrence Street.....	1	1	G.	G.
Commerce Street.....	..	..	G.	G.
Colored .....	..	1	G.	G.
Lafayette Street....	..	..	E.	E.
Newton Street....	..	2	G.	G.
South Tenth Street.....	1	3	F.	G.
Camden Street.....	..	..	E.	E.
Thirteenth Avenue.....	..	..	V. G.	V. G.
Wickliffe Street Annex....	..	..	V. G.	V. G.
Wickliffe Street....	..	..	G.	F.
Summer Avenue.....	1	..	G.	F.
Webster Street.....	..	1	E.	G.
Franklin .....	..	1	G.	G.
Elliot Street.....	..	1	G.	G.
Chestnut Street.....	..	..	E.	E.
Oliver Street.....	..	3	G.	G.
South Street .....	..	..	E.	E.
Walnut Street.....	..	2	E.	G.
Houston Street.....	..	..	G.	G.
South Eighth Street.....	..	2	V. G.	V. G.
Roseville Avenue.....	..	2	G.	G.
North Seventh Street....	..	..	G.	G.
South Market Street.....	..	6	G.	F.
Hamburg Place.....	..	3	G.	G.



Schools.	Deaths.		General Health.	
	Teachers	Pupils.	Teachers.	Pupils.
Hawkins Street.....	..	..	G.	G.
Clover Street.....	..	..	G.	G.
Morton Street.....	..	3	F.	G.
Eighteenth Avenue.....	..	4	G.	G.
Eighteenth Avenue Annex.	..	..	G.	G.
Monmouth Street.....	..	2	G.	G.
Miller Street.....	..	1	G.	G.
Central Avenue.....	..	10	G.	F.
Lock Street.....	..	2	G.	F.
<hr/>				
Total.....	3	68	3 F.	6 F.
			28 G.	27 G.
			3 V. G.	3 V. G.
			8 E.	6 E.

[F., Fair ; G., Good ; V. G., Very Good ; E., Excellent.]

## SPELLING.

Much discussion has been and is now given to how best to teach spelling. More time and labor are spent upon this subject than its value as an educational factor seems to warrant. After all that is said and done we obtain very poor results. The number of poor spellers do not materially decrease. The question persistently comes up. What shall we do? How shall the evil be removed? Nearly every teacher has a method or device which he thinks is a cure all; still, somehow or other, wrong letters find their way into words, and the right letters do not get there.

Some charge the trouble all upon our imperfect alphabet and wretched orthography, and offer this as an apology for poor spelling. Others again condemn the

spelling book, and attribute the deficient spelling to the use of the arbitrary columns of that book.

Some would use oral spelling, some only written spelling; others would have all spelling done in connection with the written exercises, giving no special time to it outside of these. Others again consider spelling in no sense an intellectual exercise and of very little value, and would exclude it from all consideration in determining the standing of the pupil or fitness for promotion. There are some extremists who deem spelling a matter of form determined by the eye and executed by muscular training of the hand. One prominent Superintendent stoutly maintains that the hand has more to do than the mind with the correct spelling of words. It is amusing to witness the many conflicting views held by teachers eminent in their profession.

It seems to me that a little consideration of the true function of orthographic spelling would clear up and remove many of these difficulties.

Spelling by letter is used only in writing or printing. Oral spelling is addressed only to the ear, and is only concerned with the sound of the word. This distinction at once indicates the use of each. The use and purpose in a large measure determines the method. The written forms are addressed to the eye; these forms are made up of letters arranged in a certain accepted order. This is called orthographic or spelling by letter, concerning which there is so much trouble.

Oral spelling as a part of enunciation and pronunciation is valuable and should be so used.

How shall we teach pupils to represent written words with their proper letters? Notwithstanding the wide discussion of the many ways and methods proposed to

accomplish this, it seems to resolve itself into this one simple plan : Have the child, with pen or pencil, write these words correctly, and continue so writing them until the forms are indelibly fixed and the child can readily and correctly reproduce them whenever needed, and the work is done. Do not for a moment think that because this is a simple plan it is therefore very easy to carry out. It is not easy ; it requires skill and persistence. It should be absolutely enforced, that from the moment the child begins to use a written vocabulary he must be trained to write *every* word correctly. This plan, persistently and unrelentingly pursued through the primary and grammar grades, will result in making good spellers.

Of course discretion must be used as to the character of the words used and how used—whether in an isolated, arbitrary manner or in properly constructed expressions or sentences. The use and spelling of words can be taught in connection with decided advantage to both, besides giving the child admirable lessons in language. Care must be taken not to use words too difficult for the pupil. The only method, in my judgment, that is of any value in teaching spelling, or any other subject, for that matter, is one that brings the knowledge acquired into immediate and constant practice. This makes the subject familiar to the pupil, and, in the true sense, he becomes master of it.

### DRAWING.

This subject gains in strength and value in our course every year. It is the beginning of that manual training practice that is now becoming an essential factor in our systems of education. It means much more than merely

drawing outlines of forms or objects. It is educational in the deepest and broadest sense. It touches, in the most effectual manner, the very center and source of all educational force—the power to form clear and vivid conceptions of objects of thought, and to give them graphic expression. When the mind has received this training, it is ready to successfully pursue any line of study.

I quote from the Committee of the Art Department of the National Educational Association, of July, 1884. This report sets forth clearly and forcibly the purpose and work in a course in drawing, as now approved by the best authority :

“ As drawing involves a study of form and of objects, and the expression of ideas derived from such study, its grading and classification should be with regard to the manner of studying the models and objects, and the thoughts to be expressed. The chief educational points to be observed in the study of forms of objects and the thoughts to be expressed in regard to them, are :

“ 1st. The actual forms of objects, and how to represent them.

“ 2d. The appearance of the objects to the eye, and how to represent their appearance.

“ 3d. The enrichment of objects by ornamentation, and the principles relating thereto.

“ All other divisions of drawing range themselves readily under these three heads, according to the nature of the work. A comprehensive course of study should make definite and evenly sustained provision for the development of these three divisions, so that, about midway in the course, the instruction should crystallize into the clearly defined subjects of constructive drawing, representative drawing and decorative drawing.”

This subject was so fully presented last year in connection with the description of the Drawing Exhibit held in 1889, that but little space need be given now.

The interest and progress in the drawing classes continue unabated. The drawing teacher, Miss Fawcett, is indefatigable in her efforts to advance this department. The influence of her methods and instruction in the study of forms and models is widely felt in the methods of instruction in other departments.

The foundation is here laid for observation, and methods are acquired by the pupil that are of great value in all future study and advancement. I trust the Board will foster to the full extent of its means this part of the public instruction of the city.

### OBJECT LESSONS.

Many fail to understand the true purpose of these lessons. I hold that it is necessary that a true and clear conception of the scope and purpose of a proposed line of work should be had before that work can be properly accomplished.

The general conception of the purpose of these lessons is to learn some facts about the objects. The teacher presents the object, the child names several facts concerning it, these are written down, generally tabulated, committed to memory and recited, and the lesson ends, and its value also. What has been done? The memory has received a few items of knowledge, the power to observe, to compare, to discriminate, to analyze, to classify, the very essence of all right thinking, have scarcely been touched.

There is a very marked difference between object teach-

ing and objective teaching. Object teaching is where objects are presented to the senses for direct examination; objective teaching is any teaching that brings proper objects of thought into the mind through the conceptional power for examination by the mind. All true object teaching is objective, but all objective teaching is not object teaching. This distinction is necessary for the teacher that the true office of the object lesson may not be confused. No mistake is more common among teachers than the misapprehension of the true purpose of the exercise in hand.

Object teaching was the fundamental principle on which the Pestalozzian system was based. His plan and object was to train the observing powers by investigating and examining real objects instead of by verbal descriptions from books. The influence of Pestalozzian methods of instruction is felt throughout the world.

The order of this work should be progressive.

Assistant Superintendent Calkins, of New York City, has made the following excellent suggestions:

"The work is divided into three stages:

"1st. Distinguish objects, their names, observe and name their parts, describe their form, color and uses.

"2d. Observe the form, color, size, material, qualities and uses. Also answer the inquiries. Where obtained? How and by whom made?

"3d. Analysis of the properties of the objects. Give attention to the adaptation and uses of the prominent qualities, to the purpose for which these objects are used."

This brief outline of the plan and use of these lessons has been found by many teachers to bring excellent results.



The following are some of the special advantages derived from these lessons :

1st. They secure and cultivate attention. Things always attract and interest children. Facts and relations can be taught easily with objects. What a child sees or handles will secure and retain his attention when other methods fail.

2d. They train and cultivate the power of perception. The child notices similarities and differences. While his power of perception is being developed and cultivated he receives valuable information. He becomes more and more interested. His faculties become trained and systematic in their action.

Agassiz, the great naturalist, when about to introduce the study of shells to his class, gave each member an oyster shell with the injunction to find out by examination all they could and be ready to present the results at the next recitation. The class was kept at this work for weeks and months. When they finished it, with no text book except for occasional reference, they had the key that unlocked the science of conchology and the method that guided and governed their investigations.

3d. They train the memory. This is based upon the law that exercise promotes growth. Deep and vivid impressions are necessary to good memory. Things discovered by the trained use of the senses tend to make these deep impressions. They attract, they interest, they concentrate the attention, and thereby render them permanent. The teacher can easily illustrate this principle by having each pupil examine carefully for several minutes some object, and then remove the object from the sense of observation and require the pupil to recall and describe what he observed. Such exercises are intensely

interesting, and when rightly handled give excellent results.

4th. They exercise and train the imagination. They give it high culture. This power is of great value to the pupil in helping to form clear and well cut conceptions. Especially is this true in the study of history, geography, map-drawing and all graphic work. The power to create new forms, new combinations, and to hold them for contemplation before the mind is of great value to the student.

5th. They stimulate the constructive powers of the child. Children are ever given to constructing and reconstructing over and over again, the forms and objects they observe. All have observed the child build his block house, knock it down, rebuild it again and again, always with some change or modification. The constructive element is the foundation of all mechanical art.

6th. They cultivate the judgment of the child. If the system and methods of object teaching are correct all the senses and powers of the child are called into exercise. The pupil is constantly called upon to judge as to form, size, color, number, distance, weight, uses, material, etc. He also is required to interrogate the objects presented to him. He sees, handles, tastes, smells, knocks, tests in all possible ways until his curiosity, his desire to know is satisfied.

7th. They cultivate language, the power of ready expression. The process is simply this: Objects stimulate the mind to acquire new ideas, new thoughts, new words are required to express them. Thus the vocabulary of the child is gradually, safely and permanently built up.

Preparation of the teacher for giving these lessons.

The importance of preparation on the part of the teacher cannot be overestimated. How carefully the skillful workman prepares for his work. His tools are all in place; all in good order. The material he is to work upon is at hand and in proper condition and position to be used, he knows how, when, where and what to work. The teacher can no more accomplish satisfactory results without thorough preparation as to knowledge, appliances and other conditions than can the mechanic without skill, tools and material.

All these lessons should be systematic and well graded, suited to the capacity of the child. The school room should be well provided with accessible appliances. Who shall furnish them is a very proper question. Generally the school authorities, but much can be done where there is interest and a will by the teacher. Self-helpfulness is an essential quality in character. Do not depend upon others for everything.

1st. Have your preparation complete as to material, its kind, amount and arrangement. Appliances not at hand or convenient will never be much used.

2d. Have your plan and method settled. Remember the object of these lessons is to awaken, stimulate and cultivate the observing powers of the child, not merely to communicate facts. Keep the main purpose well in mind, and your plan and method will soon adjust themselves to the end sought.

The pupil's preparation. This is no less important than the preparation of the teacher. The subject and line of the lesson should be given beforehand. This will guide the child, and stimulate and enable him to use his observing powers. He will be constantly on the alert to discover something new. Nothing pleases children

more than to find something no one else has found. Skill in guiding this part of the lesson gives the teacher her greatest success. As the pupil grows older and becomes able to read he should not only observe, but should read and compare his own observations with the verbal descriptions he reads. He should be trained to inquire of his friends, converse with his associates concerning what he observes and reads.

Method of lessons :

1st. The child should be permitted and encouraged to tell all he knows. Place the object where he can exercise his senses upon it. This is all important, the essence of these lessons. The child must be trained to observe, think and express.

2d. He must be allowed to find out all he can himself. To observe and discover, think and express are the great qualities of the successful pupil. Your work, teacher, as has been said many times before, is to furnish opportunities, stimulate and direct in the use of them. All true progress is by self-instruction.

3d. The teacher should be ready to furnish to the child such necessary knowledge as the pupil cannot by a reasonable effort gain for himself. This is the last, but none the less important step on the part of the teacher. Remember the child has five special senses that need particular training under your direction.

## LIBRARIES.

The number of volumes in the school libraries steadily increases from year to year. They are extensively used by teacher and pupil. In fact, they have become a necessity in the plan and methods now pursued in the

schools. The ability to use a library for reference purposes is a valuable acquirement for the pupil. The good results of this practice are manifest in the steady progress of the schools.

The principals, almost without exception, are alive to this fact, and are enlarging the libraries, rearranging and redistributing the books in such a way that the various grades may receive the greatest possible advantage from their use. The character and fitness of these books for the young are receiving the strictest attention by the principals and teachers.

When the connection between the schools and the Newark Free Library shall be fully perfected and all the advantages it is capable of conferring are brought within easy reach of all the grades and teachers, the ten thousand volumes in the public school libraries and the thirty thousand volumes in the Free Library—a total of forty thousand volumes, covering every phase and line of human progress, all freely open to every class and teacher—Newark will possess a legacy and an opportunity scarcely enjoyed by any other city.

I desire to make special note of the valuable books that have been added, by the generosity of the Committee on Text Books, to the libraries of the Normal and Training School and the High School. These volumes are highly appreciated and valued by the teachers and students of these schools. I can assure the Committee and the Board that they will be well used.

The schools possessing libraries, the number of volumes in each and the amount received from the State, is shown in the following table :



SCHOOL.	Amount		No. of Volumes.		
	Received During the Year.	from the State, Previously Received.	Purchased during the Year.	Previously Purchased.	On Hand.
Normal and Training...	.....	\$40 00	153	298	451
High.....	.....	100 00	264	1,754	2,018
Burnet Street.....	\$10 00	50 00	105	525	630
Washington Street.....	10 00	20 00	...	502	502
Marshall Street.....	10 00	20 00	12	9	21
Lawrence Street.....	.....	60 00	...	326	326
Commerce Street.....	.....	60 00	...	50	50
Lafayette Street.....	.....	40 00	...	376	366
Newton Street.....	10 00	40 00	35	420	455
South Tenth Street.....	.....	20 00	...	45	45
Camden Street.....	10 00	30 00	54	352	406
Wickliffe Street.....	.....	30 00	...	91	91
Summer Avenue.....	.....	40 00	40	581	621
Webster Street.....	10 00	90 00	106	289	395
Elliot Street.....	.....	.....	...	...	99
Chestnut Street.....	10 00	50 00	...	399	160
Oliver Street.....	10 00	70 00	100	760	830
South Street.....	.....	40 00	...	148	148
Walnut Street.....	10 00	60 00	96	195	281
Houston Street.....	.....	30 00	...	42	42
South Eighth Street....	10 00	50 00	28	200	228
South Market Street....	.....	20 00	...	216	216
Hamburg Place.....	10 00	30 00	40	167	207
Morton Street.....	.....	70 00	...	941	817
Eighteenth Avenue....	10 00	90 00	40	425	345
Monmouth Street.....	.....	20 00	...	50	50
Miller Street.....	10 00	50 00	111	190	200
Central Avenue.....	10 00	90 00	31	335	366
Total.....	\$140 00	\$1,310 00	1,215	9,686	10,366

In addition to the foregoing, the following schools, which have since been abolished, have received money from the State: Summer Avenue Annex School, \$30; Thomas Street School, \$40; Eighteenth Avenue Annex School, \$20; total, \$90.

The books purchased with this money have been transferred to other schools.



## SCIENCE IN THE SCHOOL ROOM.

Much is said and written concerning science teaching in our schools. The importance of this seems to be generally admitted. Still but little is done, I may say, almost nothing. The difficulties that bar the way to the general and successful introduction of the study of nature or the ordinary phenomena that are constantly occurring about us, while they cannot be said to be numerous are certainly effectual.

We have become so accustomed to seeking for and receiving all our knowledge from books, and through memoriter lesson and recitation forms that it seems practically impossible for teacher or pupil to use the observing powers in acquiring knowledge first hand, and at the same time to develop and exercise these essential powers.

We shall not undertake to discuss the order, development and growth of the faculties and powers of the child in this article ; but will call attention to the great and fundamental law of development and growth of all physical, intellectual and moral powers, viz., exercise. Without exercise, faculty will wither and die.

The all important question then in providing courses of study and programmes, is how best to furnish this essential exercise.

The child begins his physical and intellectual life by living and observing the external world that touches him on every side every moment. He is ever impatient to notice, touch, taste, handle, destroy, build up. He is persistently inquiring, why is this? How is this? The nature of his being is to investigate, to find out.

This manifestation gives us the law that underlies all education. All I plead for is that teachers recognize it

and continue for this purpose the admirable opportunities furnished by nature throughout the entire school course.

I know excuses are offered by many for neglecting this subject in our school instruction.

Chief among these are the following :

1st. No provision is made for this work in the course of study and the daily programme. No time is allowed for it. If this be true of course no blame can attach to the class teacher. This objection is easily removed by placing it among the subjects required. It is surprising, however, to see what can be done when the teacher is thoroughly alive and deeply interested in teaching the geography lessons, the physiology lessons and the supplementary reading lessons, and, in fact, in teaching all the subjects in the course. The thoroughly qualified teacher will draw his most apt and effective illustrations from the phenomena occurring about him. In conversation, not long ago, with a principal, concerning the desirability of introducing this kind of work into our classes, he raised this objection: No provisions are made for it in the course, no time is allowed for it. In a few moments, however, he unconsciously gave the whole question away by saying that one of his teachers had fairly inspired her class by lessons on familiar objects such as plants, animals, moths, butterflies, etc. Why, he said, I sometimes find the whole class in procession marching to some part of the room to examine some of these objects. The earnest, capable, willing teacher somehow has a great success in finding or making time for this kind of instruction.

2d. The teachers are not prepared to give lessons in this subject. This in a very large measure is true, and really is a very serious objection. But is it insurmountable? The simplicity of the subject and the ease with

which the materials may be collected would seem to answer, no. Excellent and inexpensive manuals have been published, designed to aid the teacher in preparing and presenting the subject to the pupils. I know this work cannot be done without preparation on the part of the teacher; this, of course, will require time and intelligent labor. But the subject is so attractive and inspiring that it soon awakens deep interest, and begets love for it by pupil and teacher.

3d. A lack of proper appliances with which to conduct the work. The ease with which the means and simple apparatus to carry forward this work can be obtained can be known only to those who have undertaken it. The stimulus and pleasure that attend this preparation are most inspiring and helpful, and tend strongly to perpetuate themselves.

These three objections cover all that is really worth any attention. And as we have seen they are readily removed.

I wish to note just here that some of our classes are making a good beginning, though the efforts are necessarily scattering and unsystematic. The main purpose of this discussion here is to call attention to the subject, its significance in the educational economy, and to unify and direct the efforts made along the proper lines of development and application.

This kind of work will do for teacher and pupil three things:

1st. It will furnish valuable information concerning the ordinary phenomena occurring around us.

2d. It will train the hand and the observing powers as no other work can.

3d. It will give to the teacher and the pupil a

thoroughly scientific method, which will be invaluable in all their future study and investigation.

From the foregoing discussion it would seem that this subject is of sufficient importance to warrant its early introduction into the course of study for our primary and grammar schools. When should it begin and how should it be distributed among the subjects and classes? I quote from the report of a committee from Harvard and Wesleyan Universities, Princeton and Williams Colleges.

1st. Instruction in natural science should commence in the lowest grades of the primary schools, and continue throughout the course.

2d. In the lower grades the instruction should be chiefly by means of object lessons; and the aim should be to awaken and guide the curiosity of the child in regard to natural phenomena.

3d. Special prominence should be given to the plants and animals that are useful to us. The teacher should from time to time hold familiar conversations with regard to the useful products of vegetable or animal origin and the processes of their manufacture. Also to the more obvious characteristics of the minerals and rocks common in the neighborhood. Also the children should be encouraged and helped to collect specimens of all sorts of natural objects, and to make these specimens the subject of the object lessons.

On the same plan and with the same methods the elements of physiology and hygiene can be successfully taught in the primary and grammar schools.

The elements of physics and chemistry can be taught in the grammar school in connection with physical geography and physiology. In fact, the elements of all

this work can be by the intelligent and skillful teacher, used successfully in the instruction and illustration of nearly all the subjects taught in the curriculum of our schools, and what now seems a tax upon the time and strength of the teacher becomes really a great help in saving time and strength.

The chief purpose in this course is to develop ; first, observation ; second, description ; third, investigation ; fourth, reasoning ; fifth, general information.

I commend these suggestions to the thoughtful consideration of the teachers and others who may be interested in the progress of practical education.

## PROFESSIONAL TRAINING OF TEACHERS.

Is there a science of education? Is there a profession of teaching? These are questions not new to us. They are often heard and gradually the answer is coming back. There is a science of education ; there is a profession of teaching.

"As the teacher so is the school," is an educational maxim generally accepted. The essential function of the teacher as an educational factor is becoming better understood and appreciated than heretofore. The very life, I might say the existence of the school as an institution depends upon the personal character, qualifications and professional training of the teachers. When the fact that so much depends upon the fitness of the teacher for his responsible calling, becomes more widely known and established in the minds of educational authorities, we shall have less difficulty in demanding and securing professional training of a high order. Let public sentiment insist upon this training as it does in other professions—



law, medicine and theology—and the demand will be met. In the past teaching has been a sort of catch all business, into which large numbers drifted without any special purpose or preparation, many others entered it without any expectation of remaining any length of time; in fact, with the intention of leaving it as soon as something better or more congenial offered. These persons had no love for the work, no fitness for it, and are a heavy burden to the profession.

The large number of capable, earnest men and women now in the work and constantly entering it is entitled to protection and encouragement. Let the standard for admission to the responsible duties of the teacher be placed so high that no careless, easy going person with no devotion to the work, none of the qualifications of the instructor, none of the habits of the student, who, in no way, is willing to expend time or means to fit himself professionally for the teacher's office, can gain admission to the profession.

If there be a profession of teaching, and we affirm there is, what shall constitute the professional training for it?

There is doubtless some difference of opinion among eminent educators as to just the amount and kind of training that should properly be required of all who seek to enter the profession. But the general consensus of opinion of those who have given this subject attention, and whose attainments and experience are such as to command respect is pretty well settled as to the essentials required.

It is true that improvements in organization and methods have done much for our schools, but the great requirement now is and always has been the teacher,



without him all other means and measures are practically useless. The larger and the more complex the system the more need of the professionally trained teacher. He is not merely a lesson assigner, a recitation hearer, a crank turner, a runner of the machine, he is the school—its soul, its essence; his spirit, his inspiration should permeate everything connected with the school, lift everything to a high plane.

So much for the individual, his personality, what shall or should be his professional training. It was stated a moment ago that the opinion of educators as to what this should be was quite unanimously accepted. We may also state that the opportunities for such training were never so numerous and available as at the present time. In proof of which I may note the fact of the wide spread interest of all the higher institutions of learning in the general cause of education, the rapid multiplication of professional schools, departments and institutes and associations of many forms, all having for their direct purpose the professional education of the teacher. No one can now make the excuse that there are no available means at hand.

The first requisite in this professional work is a large scholarship in the subjects the instructor undertakes to teach. Nothing can take the place of this. No matter how much theory he may have, how many methods he may be master of, how apt he may be in the use of devices and illustrations, if he is minus the thorough scholarship his work will be superficial, illogical and of very little value educationally. I would say, then, emphatically that in all schools or institutions devoted to the professional training of the teacher ample provision should be made, and great care exercised that such pro-

visions be used, for training and testing the scholarship of the candidate for the teaching profession.

In the second place his general culture should be wide and careful. This means that he must read much, and thoroughly those subjects that are specially efficient in cultivating the literary, æsthetical and ethical nature—such as history, general and special, literature, art, poetry, criticism, etc. The teacher can never safely cease to cultivate himself, his whole being. To the true teacher all culture and knowledge become professional.

In the third place he should have an accurate knowledge of the elements of mental science, psychology. I do not mean speculative metaphysics, I mean mental phenomena as manifested in child life and human life. This is specially an introspective and objective study. "Know thyself" is an old maxim and may almost be said to be a Divine injunction. The field for the study of psychical manifestation and child life is practically illimitable. The best minds and thinkers of the day are prosecuting this work, and the teacher whose province it is to develop and handle mind should not fall behind.

In the next place, the history of education should receive full attention. In the study of civil and political development we deem it imperative that we should investigate and study with painstaking the origin and unfolding of the causes, influences, events, characters or individuals, theories and systems that have universally attended the onward progress of civilization. The same necessity rests upon the teacher if he would rise to the dignity of the educator in its fullest and most comprehensive sense.

What can broaden more the conception of the teacher as to the greatness of his cause than to become

acquainted with the thoughts, theories and systems of those great thinkers whose works have come down to us through the ages. There are a number of excellent elementary works easily and cheaply obtained that will acquaint you with the leading facts and characters concerned in the history of educational thought in the world.

Again, the science and art of education, or as sometimes denominated theory and practice of education, demands attention. You should know the facts and principles of your profession systematically and logically arranged. This is science. No thoroughly professional man in any profession is willing to be considered ignorant of the fundamental principles of his profession. I say again to you, teacher, master the science of your profession. As in the case of the history of education a number of excellent works on the science of education and the art of teaching can be easily obtained.

In the last place, I would say briefly that methodology or the science of the application of the principles and methods of instruction require your constant study. Knowledge is of little account if it cannot be wisely and successfully used or applied. In this department of your work there is a wider field and larger opportunities for originality, invention, individuality and skill than can be found elsewhere in the whole line of the teacher's work.

### CONCLUSION.

In concluding this report to the Board of Education I can say with no hesitation that the year has been a successful one. While all has not been done for want of means that you desired, yet we have no cause for discouragement.

The interest of the Board has continued active for the prosperity of the public schools of our city. The teachers, as in the past, have been active and successful in their work.

I desire to thank the teachers for their long and continued co-operation with me for the best interests of our schools.

Also, the secretaries and clerks of the Board for their cheerful and efficient co-operation.

To the Board I again express my appreciation of your confidence and support.

Respectfully submitted,

WM. N. BARRINGER,

*City Superintendent of Public Schools.*

PART III.

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APPENDIX.

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SCHOOL DIRECTORY.  
BUILDINGS.





# SCHOOL DIRECTORY.

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## BUILDINGS.

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### NORMAL AND TRAINING.

Location, Market street, near the Court House.

Erected, 1847.

Opened, January 2d, 1848.

Enlarged, 1883.

Class Rooms, Eight.

Janitor, PATRICK ENNIS, 110 Warren street.

### HIGH.

Location, Washington street, corner Linden.

Erected, 1853-54.

Opened, January 7th, 1855.

Enlarged, 1883.

Improved, 1886.

Class Rooms, Nineteen.

Janitor, RICHARD WHITE, 196 Plane street.

### HIGH SCHOOL ANNEX.

Location, 103 Washinton street, near Bleecker.

Rented.

Opened, September 15th, 1888.

Class Rooms, Six.

Janitor, RICHARD WHITE, 196 Plane street.

## BURNET STREET.

Location, Burnet street, between Orange and James.

Erected, 1868-69.

Opened, September 6th, 1869.

Class Rooms, Fourteen.

Janitor, JOSEPH GLASS, 250 High street.

## STATE STREET.

Location, State street, near Broad.

Erected, 1846-47.

Opened, 1874.

Enlarged, 1882.

Class Rooms, Ten.

Janitor, FRANCIS J. GRIFFIN, 50 M. & E. R. R. avenue.

## WASHINGTON STREET.

Location, Washington street, near Kinney.

Erected, 1868.

Opened, September 3d, 1868.

Class Rooms, Fifteen.

Janitor, ANDREW J. DAY, 87 West Kinney street.

## MARSHALL STREET.

Location, Marshall street, corner Coe's place.

Opened, October 23d, 1882.

Purchased, November 21st, 1888.

Enlarged, 1888-89.

Class Rooms, Six.

Janitor, MRS. JAMES COZINE, 34 Coe's place.

## LAWRENCE STREET.

Location, Lawrence street, foot of Clinton.

Erected, 1872-73.

Opened, September 1st, 1873.

Remodeled, 1890.

Class Rooms, Twelve.

Janitor, WM. E. JACKSON, 25 Division place.

## COMMERCE STREET.

Location, Commerce street, east of Lawrence.

Erected, 1846-47.

Opened, September, 1880.

Class Room, Six.

Janitor, SAMUEL R. CARR, 120 Commerce street.

## COLORED.

Location, rear of Commerce street building.

Erected, 1860.

Enlarged, 1868.

Opened, as a Colored School, 1874.

Class Rooms, Four.

Janitor, SAMUEL R. CARR, 120 Commerce street.

## LAFAYETTE STREET.

Location, Lafayette street, corner Prospect.

Erected, 1848-49.

Opened, July 27th, 1849.

Enlarged, 1863; 1870-71; 1881; 1884.

Class Rooms, Sixteen.

Janitor, PETER BIRCH, 78 Lafayette street.

### NEWTON STREET.

Location, Newton street, near South Orange avenue.

Erected, 1866-67.

Opened, September, 1867.

Enlarged, 1868.

Burned, June, 1871.

Rebuilt, September-October, 1871.

Enlarged, 1873.

Class Rooms, Seventeen.

Janitor, JOHN SACKMEISTER, 72 Hayes street.

### SOUTH TENTH STREET.

Location, South Tenth street, corner Blum.

Erected, 1870.

Opened, January 2d, 1871.

Enlarged, 1879; 1888-89.

Class Rooms, Fourteen.

Janitor, NICHOLAS MORGENSTERN, 509 South Tenth street.

### CAMDEN STREET.

Location, Camden street, near Sixteenth avenue.

Erected, 1883-84.

Opened, September 5th, 1884.

Class Rooms, Twelve.

Janitor, JACOB KERN, 302 Camden street.

### THIRTEENTH AVENUE.

Location, Thirteenth avenue, corner Richmond street.

Erected, 1887-88.

Opened, November 19th, 1888.

Class Rooms, Eight.

Janitor, JOSEPH WINCKLHOFFER, 44 Richmond street.

WICKLIFFE STREET ANNEX SCHOOL.

Location, 39 Wickliffe street.

Rented.

Opened, November 6th, 1889.

Class Rooms, Three.

Janitor, MRS. MARY A. BENNETT, 267 Norfolk street.

WICKLIFFE STREET.

Location, Wickliffe street, corner School.

Erected, 1848-49.

Opened, as a Grammar School, 1849.

Opened, as a Primary School, September 1st, 1873.

Class Room, Six.

Janitor, ELIZABETH WALSH, rear of school.

SUMMER AVENUE.

Location, Summer avenue, near Second.

Erected, 1883-84.

Opened, September 5th, 1884.

Class Rooms, Twelve.

Janitor, GOTTFRIED BIEBER, 62 Seabury place.

WEBSTER STREET.

Location, Webster street, corner Crane.

Erected, 1855-56.

Opened, April 20th, 1857.

Class Rooms, Twelve.

Janitor, HUGH COYNE, 33 Seventh avenue.

"FRANKLIN" SCHOOL.

Location, Fifth avenue, corner Cutler street.

Erected, 1889.

Opened, September 16th, 1889.

Class Rooms, Eight.

Janitor, DOCTOR WILSON, 344 Broad street.

ELLIOT STREET.

Location, Elliot street, corner Summer avenue.

Erected by Woodside Township.

[Woodside annexed, April 5, 1871.]

Opened, September, 1871.

Rebuilt, 1881.

Enlarged, 1890.

Class Rooms, Nine.

Janitor, MILES I. COEYMAN, 732 Summer avenue.

CHESTNUT STREET.

Location, Chestnut street, near Mulberry.

Erected, 1859-60.

Opened, September 24th, 1860.

Enlarged, 1870.

Class Rooms, Sixteen.

Janitor, JACOB CONNOLLY, 16 Pennington street.

OLIVER STREET.

Location, Oliver street, near Pacific.

Erected, 1869.

Opened, September 6th, 1869.

Class Rooms, Fifteen.

Janitor, JAMES G. SCOTT, 128 Oliver street.



## SOUTH STREET.

Location, South street, corner Hermon.

Erected, 1883-84.

Opened, September 5th, 1884.

Class Rooms, Ten.

Janitor, JAMES MCGEE, 124 Tichenor street.

## WALNUT STREET.

Location, Walnut street, near Jefferson.

Erected, 1862.

Opened, January, 1863.

Remodeled, 1877.

Class Rooms, Eight.

Janitor, JEREMIAH D. CASEY, 292 Walnut street.

## HOUSTON STREET.

Location, Houston street, near New York avenue.

Erected, 1879 (on leased ground).

Opened, September, 1879.

Class Rooms, Two.

Janitor, EDWARD DELANEY, 273 Walnut street.

## SOUTH EIGHTH STREET

Location, South Eighth street, near Central avenue.

Erected, 1872-73.

Opened, September 1st, 1873.

Class rooms, Twelve.

Janitor, WILLIAM J. HEDRICK, 508 Warren street.

ROSEVILLE AVENUE.

Location, Roseville avenue, near Orange street.

Erected, 1883-84.

Opened, April 16th, 1884.

Class Rooms, Six.

Janitor, JAMES QUINN, 52 Bergen street.

NORTH SEVENTH STREET.

Location, North Seventh street, near Fifth avenue.

Erected, 1860, on Roseville avenue site.

Removed, 1874, to its present location.

Opened, September 6th, 1874.

Class Rooms, Six.

Janitor, A. OTTMAN, 302 North Seventh street.

SOUTH MARKET STREET.

Location, South Market street, corner Mott.

Erected, 1855-56.

Opened, May 4th, 1857.

Class Rooms, Twelve.

Janitor, MICHAEL CLARK, 13 Clover street.

HAMBURG PLACE.

Location, Hamburg place, near Ferry street.

Erected, 1881-82.

Opened, April 10th, 1882.

Enlarged, 1885-86.

Class Rooms, Fourteen.

Janitor, MRS. MARGARET WECKENMANN, 42 Wall street.

## HAWKINS STREET.

Location, Hawkins street, near Ferry.

Erected, 1887-88.

Opened, January 3d, 1889.

Class Rooms, Eight.

Janitor, WM. BAUMGARTNER, 29 Hawkins street.

## MORTON STREET.

Location, Morton street, corner Broome.

Erected, 1851.

Opened, November 24th, 1851.

Enlarged, 1861; 1869; 1881.

Class Rooms, Nineteen.

Janitor, JOHN F. PATZ, 219 West Kinney street.

## EIGHTEENTH AVENUE.

Location, Eighteenth avenue, corner Livingston street.

Erected, 1871.

Opened, September, 1871.

Class Rooms, Seventeen.

Janitor, JOSEPH MESMER, 81 Fairview avenue.

## MONMOUTH STREET.

Location, Monmouth st., bet. Spruce and Montgomery.

Erected, 1886-87.

Opened, May 2d, 1887.

Class Rooms, Sixteen.

Janitor, WILLIAM OVERGNE, 100 Waverly place.

## MILLER STREET.

Location, Miller street, near Sherman avenue.

Erected, 1880-81.

Opened, June 1st, 1881.

Enlarged, 1887-88.

Class Rooms, Fourteen.

Janitor, JOHN HEWITT, 48 Miller street.

## CENTRAL AVENUE.

Location, Central avenue, near Newark street.

Erected, 1871-72.

Opened, September, 1872.

Class Rooms, Fourteen.

Janitor, THOMAS JOHNSON, 66 Newark street.

## LOCK STREET.

Location, Lock street, bet. Central and Sussex aves.

Erected, 1866-67.

Opened, April, 1867.

Class Rooms, Four.

Janitor, DAVID LOGAN, 45 Nesbit street.

INDUSTRIAL SCHOOLS.

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JAMES STREET.

Location, No. 8 James street.

Class Rooms, Three.

Janitor, LOUIS V. HANKE, 15 James street.

CLOVER STREET.

Location, Clover street, near Merchant.

Class Rooms, Two.

These buildings are owned by corporations, from whom the Board rents school rooms.





SCHOOL DIRECTORY.  
TEACHERS.



# SCHOOL DIRECTORY.

## TEACHERS.

NAME.	SCHOOL.	RANK.	ADDRESS.
Ackerson, Ella C.....	Commerce St. P..	Assistant .	38 Mulberry st.
Adams, Alvia C .....	South 8th St. G..	1st Ass'nt.	17 Gould ave.
Adams, Myra W.....	Webster Street P.	Assistant .	147 ½ Mt. Prospect av.
Alden, Mary L.....	Hawkins Street P.	"	651 Ferry st.
Allen, Ardelia H.....	High.....	1st Ass'nt.	17 West Park st.
Allen, Georgiana.....	Summer Ave. G..	Assistant .	8A Wakeman ave.
Allen, Jane E.....	Washing'n St. G.	V. Prin'pal.	19 Hill st.
Alyea, Cornelia L.....	Lawrence St. P..	Assistant .	3 Eighth ave.
Ames, Mrs. Mary M.....	Wickliffe St. An'x	"	122 Orchard st.
Anderson, Anna.....	Camden Street P.	"	416 ½ Plane st.
Anderson, Henry S.....	Lawrence St. G..	Principal..	208 South Sixth st.
Anthony, Lizzie.....	Wickliffe Street P.	Assistant .	32 ½ Webster st.
Antz, Natalie.....	High.....	3d Ass'nt..	56 Taylor st.
Aschenbach, Mary C.....	South 10th St. P.	H'd Ass'nt.	Vailsburg, N. J.
Avery, Sarah A.....	Central Ave. G..	Assistant .	122 Halsey st.
Bacheller, Estelle H....	Camden Street P.	"	48 Stratford place.
Baird, Margaret J.....	Newton Street G.	"	204 Plane st.
Baird, Margaret.....	18th Avenue G..	V. Prin'pal.	102 Sherman ave.
Baldwin, Anna A.....	Newton Street P.	Assistant .	27 Bathgate place.
Baldwin, E. Belle.....	Morton Street P..	"	171 Fourth ave.
Baldwin, Emma F.....	Hamburg Pl. Int.	V. Prin'pal.	23 Warwick st.
Baldwin, Lucasta C.....	North 7th St. P..	Assistant .	37 Myrtle ave.
Baldwin, Mary A.....	Franklin P.....	"	28 Fulton st.
Baldwin, M. Lillian.....	Chestnut Street P.	"	71 Pennsylvania ave.
Ball, Hattie E.....	18th Avenue P..	"	109 Sherman ave.
Barnard, Charlotte R....	Washington St. P.	"	402 Plane st.
Barnett, Edith C.....	Lawrence St. P..	"	186 Mulberry st.
Baxter, James M.....	Colored.....	Principal..	15 Elm st.
Beach, Hattie J.....	Newton Street P.	Assistant .	92 Wright st.
Beam, Sarah E.....	Oliver Street G..	1st Ass'nt.	23 Warwick st.
Beardsley, Emma E.....	Chestnut St. G..	Assistant .	76 Elizabeth ave.
Bedell, Mary E.....	South Street P..	"	27 Chestnut st.
Belcher, Elizabeth H....	Commerce St. P..	V. Prin'pal.	Irvington, N. J.
Beltaire, Annie L.....	Central Ave. P..	Assistant .	33 Morton st.
Bennett, Laura J.....	Burnet Street G..	1st Ass'nt.	203 North Sixth st.
Bensen, Carrie W.....	So. Market St. G.	"	117 Elm st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Berry, Arisena.....	Monmouth St. P.	Assistant	47 Parkhurst st.
Berry, Estelle V.....	Miller Street P...	"	47 Parkhurst st.
Betts, Margaret E.....	Elliot Street P...	"	35 Clark st.
Beyer, Augusta M. H.....	Oliver Street P...	"	99 Elm st.
Bigelow, Elizabeth G.....	High Annex.....	3d Ass'nt.	899 Broad st.
Bimblar, Marie C.....	State Street P...	Assistant	322 Broad st.
Bingham, Cora E.....	Miller Street P...	"	90 Wright st.
Bingham, Lizzie M.....	Wickliffe Street P.	"	176 South Seventh st.
Bird, Mary R.....	Lafayette St. P.	"	113 Bruen st.
Bissell, Wm. E.....	Burnet Street G.	Principal	299 High st.
Blake, K. S.....	Normal & Train'g	"	195 South Sixth st.
Bogan, Margaret A.....	Hawkins Street P.	Assistant	82 Prospect st.
Bolton, Amy L.....	Elliot Street P...	"	25 Taylor st.
Boughner, Emily.....	So. Market St. G.	"	287 Walnut st.
Bowers, Ida.....	Monmouth St. P.	V. Prin'pal.	343 Washington st.
Brackin, M. Fannie.....	Webster St. P...	Assistant	22 Mt. Prospect ave.
Brant, Elizabeth V.....	Morton Street G.	"	21 Arch st.
Branum, Sarah N.....	Chestnut St. G...	1st Ass'nt.	23 Nelson pl.
Bristol, Kate L.....	South 8th St. P.	Assistant	24 Bathgate pl.
Brookfield, Eliza A.....	State Street P...	Principal	100 Central ave.
Brookfield, Sarah A. B.....	State Street P...	Assistant	100 Central ave.
Buchanan, Fannie L.....	Lawrence St. G.	1st Ass'nt.	201 Mt. Pleasant ave.
Buehler, Annie J.....	So. Market St. P.	Assistant	71 Oxford st.
Burgyes, Annie S.....	North 7th St. P.	"	24 Gould ave.
Burgyes, Edith.....	Camden Street P.	"	24 Gould ave.
Burnett, Priscilla.....	13th Avenue P...	"	112 Thirteenth ave.
Burns, Mary C.....	Lafayette St. P...	"	36 Elm st.
Burritt, Eva Egerton.....	Chestnut Street P.	"	27 Brunswick st.
Bush, Ida J.....	Lock Street P...	"	318 Belleville ave.
Buttle, Irene M.....	Lafayette St. P.	"	22 Franklin st.
Büttner, Marie.....	High.....	Teacher in charge of German.	899 Broad st.
Camden, Marion D.....	Burnet Street P...	V. Prin'pal.	56 Park place.
Canfield, Jennie B.....	Central Ave. G...	1st Ass'nt.	116 Orange st.
Carter, S. Fannie.....	Walnut Street P.	Principal	14 East Park st.
Cation, Lizzie.....	Morton Street P.	Assistant	48 Pennington st.
Chase, Eva.....	Hawkins Street P.	"	1 Sherman ave.
Chedister, Louise.....	Morton Street P.	V. Prin'pal.	343 Washington st.
Christie, Emma C.....	Lafayette St. P.	Assistant	31 Lafayette st.
Clark, Joseph.....	Lafayette St. G.	Principal	48 East Kinney st.
Clark, Laura A.....	Miller Street P...	Assistant	92 Miller st.
Clark, Mabel L.....	18th Avenue P...	"	68 Hillside ave.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Clark, Mary F.....	Hamburg Pl. P...	Assistant	76 Elm st.
Clarke, Agnes B.....	Hamburg Pl. P...	H'd Ass't.	245 South Seventh st.
Coates, Harriet S.....	Commerce St. P..	Assistant	7 West Park st.
Coe, Cornelia S.....	Commerce St. P..	"	74 State st.
Coe, Jessie D.....	Newton Street P.	"	Avondale, N. J.
Coe, Jessie L.....	Webster Street P.	"	74 State st.
Coleman, Mary A.....	Washing'n St. G.	"	54 Eighth ave.
Collard, Thomas T.....	Franklin P.....	Principal..	23 Kearney st.
Cone, Anna G.....	Newton Street P.	Assistant	119 Wickliffe st.
Conover, Margaret D....	Lawrence St. G..	"	45 Division pl.
Conover, Susie B.....	State Street P...	"	45 Division pl.
Cook, Laura.....	Central Ave. G...	"	69 Eighth ave.
Cooper, Rebecca.....	South 10th St. P..	"	276 North Seventh st.
Cornish, Mary Plum.....	Lock Street P...	"	178 Washington st.
Cornwell, Gertie L.....	Marshall Street P.	"	162 Garside st.
Cory, Mrs. Catharine B...	James Street Ind.	Principal..	51 Bleecker st.
Cottrell, Katharine.....	Burnet Street G..	Assistant	31 Halsey st.
Coult, Eliza A.....	Summer Ave. P..	H'd Ass't.	58 Mt. Pleasant ave.
Coult, Hannah M.....	High.....	3d Ass't.	58 Mt. Pleasant ave.
Courtois, Trinet H.....	Burnet Street P..	Assistant	68 Burnet st.
Crane, B. Flora, Ph. M....	High.....	1st Ass't.	464 Orange st.
Crane, Emma S.....	Burnet Street P..	Assistant	53 Halsey st.
Crane, H. Louise.....	Camden Street P.	"	95 W. Kinney st.
Crane, Helen S.....	Washington St. P.	"	95 W. Kinney st.
Crater, Mrs. Georgia B...	Marshall Street P.	V. Prin'pal.	17 Court st.
Crosby, Esther J.....	Burnet Street G..	"	35 Burnet st.
Curtis, Annie E.....	Webster Street G.	"	34 Everg'n p., E.Or'ge
Curtis, Clara I.....	Miller Street P...	Assistant	16 Cottage st.
Dana, Caroline R.....	Monmouth St. P.	"	15 Baldwin st.
Day, Annie C.....	Washing'n St. G.	"	28 Parkhurst st.
Day, Margaret A.....	Washing'n St. G.	1st Ass't.	28 Parkhurst st.
Dean, G. Julia.....	Morton Street G.	"	180 Washington st.
Dean, Margaretta.....	Roseville Ave. P.	Assistant	256 N. Seventh st.
Dean, M. Ida.....	Morton Street G.	V. Prin'pal.	180 Washington st.
Deidrick, Hortense.....	South 8th St. P..	Assistant	321 South Tenth st.
Delano, Laura C.....	Walnut Street P..	"	37 Franklin st.
Dettmer, Juliet.....	Franklin P.....	"	258 Belleville ave.
Dey, Lurena.....	Newton Street P.	H'd Ass't.	206 First st.
Dickerson, Laura F.....	Colored.....	Assistant	275 Market st.
Dodge, Ruth C.....	Lawrence St. P...	"	37 Burnet st.
Donnelly, Anna T.....	Central Ave. G...	"	205 North Fourth st.
Donnelly, Mary M.....	Burnet Street G..	"	205 North Fourth st.
Doremus, Eliza C.....	Webster Street P.	"	238 1/2 Belleville ave.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Doremus, Jessie K. ....	Washing'n St. G.	Assistant .	238½ Belleville ave.
Dougall, Elizabeth W. ....	Summer Ave. G..	1st Ass'nt.	360 Bank st.
Dougall, Mary A. ....	South 8th St. G..	V. Prin'pal.	360 Bank st.
Dougall, Wm. A., A. M. ....	South 10th St. Int.	Principal..	360 Bank st.
Dougherty, Henry J. ....	18th Avenue G...	"	135 Badger ave.
Drake, Belle. ....	South 10th St. P.	Assistant .	20 Centre st.
Drew, Minnie I. ....	So. Market St. G.	"	255 South Eighth st.
Drummond, Adelaide. ....	Roseville Ave. P.	"	33 Myrtle ave.
Duncan, Lucy G. ....	Newton Street P.	"	140 Elm st.
Dunn, Alice N. ....	Wickliffe Street P.	"	71 South Eleventh st.
Dunn, Katherine F. ....	13th Avenue P...	"	466 High st.
Dunnell, Anna C. ....	South 8th St. P...	V. Prin'pal.	84 Linden av., Bl'm'ld
Durand, S. Eveline. ....	18th Avenue P...	Assistant .	424 Washington st.
Dusenberry, Emily T. ....	18th Avenue G...	"	86 Orchard st.
Eagles, Annie McLeod. ....	Central Avenue P.	"	273 High st.
Egbert, Edna C. ....	Morton Street P..	"	53 Fair st.
Elder, L. Louise. ....	South 8th St. G..	"	96 South Eleventh st.
Ellis, Griselda. ....	Camden Street P	"	186 South Sixth st.
Ellis, W. N. ....	Music Teacher..	Special...	108 Gates av., Br'klyn
Ellyn, Lizzie. ....	Lafayette St. P..	Assistant .	148 Washington st.
Enders, J. Virginia. ....	Camden Street P.	"	141 Bank st.
Eunson, Sarah A. ....	18th Avenue P...	"	120 Sherman ave.
Fawcett, Sara A. ....	Drawing Teacher.	Special...	498 Broad st.
Felix, Mary. ....	Morton Street P..	Assistant .	91 Sherman ave.
Felts, Florence. ....	13th Avenue P..	"	51 Howard st.
Fine, Carrie H. ....	Central Avenue P.	"	98 Central ave.
Finter, Emma. ....	Oliver Street P...	V. Prin'pal.	108 Congress st.
Fitz-Gerald, Helen D. ....	Newton Street G.	Assistant .	122 Wickliffe st.
Fitzgerald, Jennie B. ....	18th Avenue P...	"	182 Brunswick st.
Fletcher, Alice M. ....	South 10th St. Int.	V. Prin'pal.	183 Fairmount ave.
Forbes, Mrs. Isabella. ....	Newton Street G.	1st Ass'nt.	226 Fairmount ave.
Forman, George. ....	Monmouth St. P.	Principal..	313 S. Orange ave.
Forster, Millie A. ....	High. ....	1st Ass'nt.	1001 Broad st.
Fort, Fred. W. ....	Hamburg Pl. Int.	Principal..	33 South Tenth st.
Fowler, Helen M. ....	Central Ave. G...	Assistant .	37 Lombardy pl.
Fowler, Julia K. ....	So. Market St. P.	"	37 Lombardy pl.
Foxcroft, Jennie I. ....	State Street P...	"	13 Cartaret st.
Freer, Lucy M. ....	High Annex. ....	2d Ass'nt..	58 Mt. Pleasant ave.
Garabrant, Laurilla. ....	Walnut Street P.	Assistant .	100 Pacific st.
Garrabrant, Anna L. ....	Webster Street G.	1st Ass'nt.	29 North Ninth st.
Gaston, Kate Z. ....	South 8th St. G..	Assistant .	192 Roseville ave.



## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Gauch, Lizzie E.....	So. Market St. P.	Assistant .	99 Union st.
Gemar, Jennie A.....	Hamburg Pl. Int.	"	203 Main st., E. Or'ge
Geraghty, Linda M.....	Morton Street G.	"	114 New st.
Giffin, Clarence S... ..	Hawkins Street P.	Principal..	25 Hill st.
Gillott, Jessie .....	Central Ave.....	Assistant .	34 Jay st.
Gillott, Mrs. M. Augusta..	Lock Street P... .	V. Prin'pal.	34 Jay st.
Gleason, C. H.....	Summer Ave. G..	Principal..	104 Fourth ave.
Glover, Flora I... ..	So. Market St. G.	Assistant .	96 Ridgewood ave.
Goble, Harriet W. R.....	Summer Ave. P..	"	206 Garside st.
Goldsmith, Julia.....	Monmouth St. P.	"	18 Pine st.
Gore, Belle M.....	Summer Ave. G.	"	310 Summer ave.
Gould, Frances V.....	South 8th St. P..	"	50 Ninth ave.
Gould, Sarah M... ..	Webster Street G.	"	120 Garside st.
Green, Agnes B.....	Chestnut St. G...	"	40 Camp st.
Greene, Clara W.....	High.....	V. Prin'pal.	17 West Park st.
Greenhalgh, Mary Abbie..	18th Avenue P... .	Assistant .	227 High st.
Gregory, Virginia G.....	Camden Street P.	"	66 North Eleventh st.
Grice, Edith E.....	South 8th St. P..	"	443 Seventh ave.
Grover, Isabel G.....	Washing'n St. G.	"	97 Court st.
Hall, Juliet N.....	Hawkins Street P.	"	14 Quitman st.
Hallock, J. A.....	Webster Street G.	Principal..	106 Bloomfield ave.
Hallock, Sarah L.....	Webster Street P.	Assistant .	106 Bloomfield ave.
Hampton, Belle.....	Newton Street P.	"	351 Plane st.
Hancock, Phebe.....	Lawrence St. G..	V. Prin'pal.	40 Columbia st.
Hand, Lydia W.....	Morton Street G.	Assistant .	Orange av., Irvington
Hanson, F. H.....	Washing'n St. G.	Principal..	49 Nelson place.
Harring, Florence A.....	Franklin P.....	Assistant .	369 Summer ave.
Haring, Frances M.....	Summer Ave. G..	"	174 Summer ave.
Harris, Laura L.....	Miller Street G...	"	50 Miller st.
Haskell, Mary G.....	Franklin P.....	"	5 Clay st.
Hatcher, Ida M.....	Oliver Street G...	1st Ass'nt.	15 Thomas st.
Haulenbeck, Caroline Y...	Roseville Ave. P.	Assistant .	79 North Eleventh st.
Healey, M. Adelaide.....	Oliver Street G..	"	70 Brunswick st.
Healey, Julie W.....	Miller Street P...	"	70 Brunswick st.
Henderson, Annie.....	Hamburg Pl. P...	"	155 Wright st.
Hennion, Mary A.....	Chestnut St. G..	H'd Ass'nt.	49 Columbia st.
Hennion, Mary P.....	Summer Ave. P..	Assistant .	351 Belleville ave.
Henson, Ellen A.....	Roseville Ave. P.	"	568 Orange st.
Hevey, Mollie E.....	Wickliffe Street P.	"	108 Belleville ave.
Hill, Laura E.....	Camden Street P.	"	49 Nelson place.
Hill, Lillie A.....	Camden Street P.	"	49 Nelson place.
Hilton, Mary L.....	South 10th St. P.	"	247 South Eighth st.
Hochkins, Carrie E.....	Central Avenue P.	"	253 South Eighth st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Hochkins, Julia L.....	Lawrence St. P..	Assistant .	253 South Eighth st.
Holloway, Julia S.....	Washing'n St. G.	"	186 Washington st.
Hollum, Margaret.....	Central Avenue P.	V. Prin'pal.	175 James st.
Hoppaugh, Abbie J.....	Walnut Street P..	Assistant .	29 Cottage st.
Hoppaugh, Annie O.....	Oliver Street G...	"	29 Cottage st.
Hopping, Susie C.....	Hamburg Pl. P...	"	10 Pacific st.
Horschel, Jeanette T.....	South 10th St. P.	"	98½ Green st.
Horn, Matilda.....	Monmouth St. P.	"	66 Sherman ave.
Hovey, E. O., A. M., Ph.D.	High.....	Principal..	30 Orleans st.
Howard, Anna M.....	13th Avenue P...	Assistant .	156 William st.
Howell, Pamela.....	Summer Ave. G.	1st Ass'nt.	120 Third st.
Hutchings, Carrie C.....	Walnut Street P..	H'd Ass'nt.	58 Hamilton st.
Hutchings, Emma L.....	Newton Street P.	V. Prin'pal.	South Orange, N. J.
Hymes, Sara L.....	So. Market St. P.	Assistant .	43 Clinton st.
Iliff, C. Blanche.....	Hamburg Pl. Int.	"	189 Walnut st.
Ingalls, Bertha E.....	Elliot Street P...	"	29 Broad st.
Ingalsbe, Caroline A.....	18th Avenue P...	V. Prin'pal.	50 East Kinney st.
Issler, Emma A.....	Morton Street P.	H'd Ass'nt.	32 Nelson place.
Jackson, Hattie G.....	Washington St. P.	Assistant .	88 Wakeman ave.
Jenkinson, Harriet K.....	State Street P...	"	24 Baldwin st.
Johnson, Alice E.....	So. Market St. P.	V. Prin'pal.	69 Adams st.
Johnson, Alice I.....	Morton Street G.	Assistant .	104 Thirteenth ave.
Johnson, Caroline.....	18th Avenue G...	"	278 Academy st.
Johnson, Jane E.....	Normal & Train'g Normal Dep't.	V. Prin'pal.	19 Bathgate place.
Johnson, Mrs. M. Louisa..	James Street Ind.	Assistant .	18 So. Thirteenth st.
Jones, Laura.....	Hamburg Pl. P...	"	204 New st.
Joralomon, Rachel K.....	Summer Ave. P..	"	Chester ave.
Kaiser, Carrie A.....	Camden Street P.	"	272 South Ninth st.
Kayser, Chas. F.....	High.....	1st Ass'nt.	52 Nelson place.
Keene, Ednah J.....	Monmouth St. P.	Assistant .	102 Warren st.
Kempf, Emily M.....	Summer Ave. G.	1st Ass'nt.	39½ Sixth ave.
Kennedy, J. Wilmer.....	Miller Street G...	Principal..	3 Emmet st.
Kent, Caroline J.....	James Street Ind.	Assistant .	102 Ridgewood ave.
Kerns, M. Lizzie.....	Burnet Street G..	1st Ass'nt.	21 Halsey st.
Kinsey, Elizabeth D... ..	Lawrence St. G..	"	10 South st.
Kirk, Isabel M.....	Oliver Street P...	Assistant .	111 Mechanic st.
Kirkpatrick, Mary D.....	South Street P...	"	58 New York ave.
Kitchell, Agnes.....	Webster Street G.	"	247 Broad st.
Klotz, Elizabeth D.....	Franklin P.....	"	26 State st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Labiaux, Aglaë L.....	Burnet Street P..	Assistant	47 Burnet st.
Landmesser, Elizabeth....	State Street P..	"	47 Plane st.
Lawrence, Mary.....	Burnet Street G..	1st Ass'nt.	35 Nichols st.
Lawrence, Minnie J.....	Washing'n St. G..	"	53 Academy st.
Layton, Julia N.....	Miller Street P..	H'd Ass'nt.	South Orange, N. J.
Leary, E. Theresa.....	Hawkins St. P..	Assistant	83 Columbia st.
Leary, Helen J.....	Lawrence St. G..	"	83 Columbia st.
Leary, Margaret A.....	13th Avenue P..	"	83 Columbia st.
Lehman, Minnie.....	South Street P..	"	211 Thomas st.
Leucht, Alice.....	Wickliffe St. An'x.	"	134 Court st.
Leyden, Eliza, Ph.M.....	High.....	1st Ass'nt.	464 Orange st.
Lobdell, Lillie I.....	Wickliffe Street P.	Assistant	73 Warren st.
Ludlow, L. Belle.....	Oliver Street P..	"	212 Summer ave.
Lutz, M. Anna.....	South 10th St. P.	"	249 North Sixth st.
Macclay, Mary E.....	Oliver Street G..	"	312 Summer ave.
Maclure, David.....	Chestnut St. G..	Principal.	193 South Sixth st.
Martin, Adelyn C.....	Chestnut Street P.	Assistant	24 Astor st.
Martin, Edith O.....	Hamburg Pl. P..	"	16 Oak st.
Martin, Lizzie P.....	Walnut Street P.	"	11 East Park st.
Martin, May.....	Marshall Street P.	"	16 Oak st.
Martin, May Axford.....	Oliver Street G..	"	98 Green st.
Marvin, Amy H.....	Miller Street P..	"	83 Vanderpool st.
Mathews, B. C., A. M. ....	High.....	1st Ass'nt.	36 Kearney st.
McClelland, Annie H.....	South 10th St. P.	Assistant	163 Fairmount ave.
McClure, Joanna M.....	South 10th St. P.	"	226 Fairmount ave.
McClure, Rebecca.....	Newton Street G.	1st Ass'nt.	226 Fairmount ave.
McCrea, Mary B.....	South 10th St. P.	Assistant	92 Astor st.
McHugh, Abbie P.....	North 7th St. P..	V. Prin'pal.	162 Garside st.
McIntyre, Adelina.....	Colored.....	Assistant	43 Bank st.
McKee, Jane E.....	South 10th St. P.	"	213 Fairmount ave.
McKeon, Annie.....	Lawrence St. P..	V. Prin'pal.	39 State st.
McLeod, Eunice A.....	Elliot Street P..	Principal..	66 Taylor st.
McNary, Sarah J.....	Normal & Train'g Normal Dep't.	Assistant	101 Pacific st.
McNeill, Mary A.....	North 7th St. P..	"	203 North Sixth st.
Meeker, Sarah L.....	Clover Street Ind.	"	17 Oak st.
Merry, Grace.....	Lafayette St. P..	"	19 Lombardy st.
Merry, Julia.....	High Annex. ....	3d Ass'nt.	19 Lombardy st.
Merry, Sara E.....	Burnet Street P..	Assistant	19 Lombardy st.
Mikels, Jessie B.....	Webster Street G.	"	230 Garside st.
Millen, Emma.....	South 8th St. G..	"	99 Congress st.
Miller, Adelaide D.....	Lock Street P..	"	137 Bank st.
Miller, Annie M.....	Chestnut Street P.	V. Prin'pal.	33 Orchard st.

## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Miller, Caroline D. . . . .	Wickliffe Street P.	Assistant .	137 Bank st.
Miller, Mattie M. . . . .	Walnut Street P.	"	214 Mulberry st.
Miller, M. Ella . . . . .	Newton Street G.	"	58 South Orange ave.
Mills, Lydia A. . . . .	Lafayette St. G.	"	54 Elizabeth ave.
Mock, Kate E. . . . .	13th Avenue P.	"	87 Wickliffe st.
Moore, Elizabeth . . . . .	18th Avenue P.	"	96 Sherman ave.
Moore, Elizabeth N. . . . .	Hamburg Pl. P.	"	41 Essex st.
Moore, Hannah . . . . .	South Street P.	H'd Ass'nt.	118 Miller st.
Moore, Lizzie A. . . . .	South Street P.	Assistant .	140 Emmet st.
Moore, M. Alice . . . . .	Miller Street G.	"	24 Wakeman ave.
Moorhouse, Mary J. . . . .	Lafayette St. G.	Hd' Ass'nt.	221 Mulberry st.
Morehouse, Carrie E. . . . .	Miller Street G.	Assistant .	70 Murray st.
Morgan, Emma . . . . .	Newton Street G.	1st Ass'nt.	18 Mercer st.
Morgan, Maria E. . . . .	Central Ave. G.	V. Prin'pal.	122 North Sixth st.
Morris, M. Jennie . . . . .	Miller Street G.	1st Ass'nt.	132 Pennsylvania ave.
Morrison, Ida J. . . . .	Summer Ave. P.	Assistant .	40 Wakeman ave.
Mullison, Harriet W. . . . .	Clover Street Ind.	Principal .	104 Court st.
Murphy, Eliza . . . . .	Summer Ave. G.	V. Prin'pal.	377 Summer ave.
Myer, Eva . . . . .	State Street P.	"	8 State st.
Myrick, Eliza J. . . . .	Elliot Street P.	Assistant .	170 High st.
Nebinger, Mary G. . . . .	Chestnut Street P.	"	504A Washington st.
Olmstead, Mary, A. B. . . . .	High . . . . .	Teacher of Rhetoric, Male Dep't	17 West Park st.
O'Rourke, Mary A. . . . .	Hamburg Pl. P.	Assistant .	98 Washington st.
Ortland, Emma E. . . . .	18th Avenue G.	"	43 West st.
Osborne, Clara L. . . . .	Monmouth St. P.	"	83 Court st.
Parker, Isabel A. . . . .	Burnet Street G.	"	21 Halsey st.
Parker, Mary M. . . . .	South Street P.	"	107 Thomas st.
Peck, Adelaide . . . . .	Miller Street G.	1st Ass'nt.	122 Brunswick st.
Peal, Amelia E. . . . .	13th Avenue P.	Assistant .	137 Court st.
Peer, E. Jane . . . . .	18th Avenue G.	"	127 Arlington st.
Peters, Minnie L. . . . .	Wickliffe St. An'x	"	328 High st.
Pierson, Eliza H. . . . .	Lawrence St. G.	"	221 Mulberry st.
Poinier, Alice B., A. B. . . . .	High Annex . . . . .	3d Ass'nt.	41 South st.
Potter, S. Emily . . . . .	Washington St. P.	V. Prin'pal.	14 Linden st.
Price, Lillian L. . . . .	Morton Street P.	Assistant .	14 Linden st.
Price, Mary H. . . . .	Monmouth St. P.	"	303 Belleville ave.
Provost, Anna M. . . . .	Elliot Street P.	"	37 Rowland st.
Putnam, Ella E. . . . .	High . . . . .	3d Ass'nt.	66 Oriental st.

## TEACHERS--CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Quinlan, James M., A. M.	High.....	1st Ass'nt.	506 Summer ave.
Quinlan, Margaret G.	Elliot Street P...	Assistant	506 Summer ave.
Rasch, Margaret A.	18th Avenue P..	"	167 Boyd st.
Rawle, Anne Isabel.	Monmouth St. P.	"	7 Atlantic st.
Reeve, Ella A.	Hamburg Pl. P..	"	110½ Bleecker st.
Reeve, M. Emma.	Burnet Street G..	"	11 Linden st.
Reeve, Nellie E.	South Street P...	"	139 Brunswick st.
Reeve, Virginia R.	State Street P...	"	89 New st.
Richards, Lucy A.	Elliot Street P...	"	21 Taylor st.
Richards, Mary H.	High.....	2d Ass'nt.	21 Taylor st.
Richardson, Marion.	Chestnut Street P.	Assistant	13 Pennsylvania ave.
Righter, Marietta.	So. Market St. G.	"	68 Mt. Pleasant ave.
Riley, Margaret R.	Houston Street P.	H'd Ass'nt.	100 Pacific st.
Roberts, Grace A.	Central Avenue P.	Assistant	58 Wright st.
Roche, Kate.	Oliver Street G..	"	39 Chestnut st.
Romaine, Mary E.	Miller Street G..	V. Prin'pal.	23 Chestnut st.
Ryer, Gertrude E.	South 8th St. G..	1st Ass'nt.	38 Nelson place.
Sandy, Wm. C.	High.....	"	18 Burnet st.
Sargeant, Ada E.	Normal & Train'g Training Dep't.	Assistant	192 Summer ave.
Satchwell, Annie M.	Hamburg Pl. P...	"	547 Twelfth ave.
Sayre, Ann E.	Wickliffe Street P.	Principal	370 Bank st.
Sayre, E. Louise.	Franklin P.....	Assistant	186 Belleville ave.
Sayre, Laura B.	Camden Street P.	V. Prin'pal.	7 Pulaski st., E. Or'ge
Sayre, Lillie G.	13th Avenue P..	Assistant	19 Fulton st.
Scarlett, Augustus.	South 8th St. G..	Principal	56 South Eleventh st.
Scarlett, Sarah B.	Roseville Ave. P.	"	56 South Eleventh st.
Schneider, Emma D.	Franklin P. ....	H'd Ass'nt.	33 Clark st.
Schulte, Otto H.	Morton Street G.	Principal	377 Springfield ave.
Schwab, Clara.	Marshall Street P.	Assistant	498 Washington st.
Shepard, Edwin.	Oliver Street G..	Principal	77 Court st.
Sherwood, Mrs. Isadore M.	High.....	1st Ass'nt.	3 Linden st.
Sickles, Harriette E.	Newton Street G.	Assistant	144 Garside st.
Simpson, Amy.	Franklin P.....	"	97½ Garside st.
Sipp, Emma F.	Chestnut St. G...	1st Ass'nt.	81 Orchard st.
Skinner, M. Adaline.	South 10th St. P.	Assistant	106 Lafayette st.
Sloan, Sarah J.	Webster Street P.	V. Prin'pal.	94 Bloomfield ave.
Smalley, Flora E.	Newton Street P.	Assistant	212 Fairmount ave.
Smith, Mrs. C. L. D.	Lafayette St. G..	V. Prin'pal.	177 Quitman st.
Smith, Cora C.	Chestnut St. G...	Assistant	157 Quitman st.
Smith, Elizabeth J.	South 10th St. P.	"	118 Hunterdon st.
Smith, Emily A.	South 10th St. Int.	"	44 Murray st.



## TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Smith, Emma J. ....	Chestnut St. G..	V. Prin'pal.	18 Franklin st.
Smith, Mrs. Fannie W. ....	Newton Street G.	"	122 Wickliffe st.
Smith, Ida E. ....	Morton Street P..	Assistant .	16 Hampden st.
Smith, Martha C. ....	South Street P..	"	81 Pennsylvania ave.
Snow, May G. ....	Morton Street P..	"	31 Kearney st.
Soden, Anna M. ....	18th Avenue P..	"	95 Sherman ave.
Sonn, George C. ....	High. ....	1st Ass'nt.	33 Clark st.
Sonn, Lydia K. ....	State Street P..	Assistant .	71 Belleville ave.
Speer, Agnes C. ....	Morton Street P..	"	45 Astor st.
Speer, Matilda J. ....	18th Avenue G..	1st Ass'nt.	45 Astor st.
Spinning, Maria L. ....	Morton Street G.	"	33 Franklin st.
Squire, M. Irene. ....	Monmouth St. P.	Assistant .	26 Nelson place.
Starkweather, Minnie C. ....	Burnet Street P..	"	55 Mulberry st.
Steele, Fannie. ....	Oliver Street G..	1st Ass'nt.	128 Monmouth st.
Steele, Susie. ....	Oliver Street G..	V. Prin'pal.	128 Monmouth st.
Stephens, Carrie V. ....	South 10th St. Int.	Assistant .	58 Mt. Pleasant ave.
Stickney, M. Ada. ....	Morton Street P..	"	65 South Orange ave.
Stites, Belle S. ....	Lafayette St. P..	"	101 Jefferson st.
Stites, Dora A. ....	Lafayette St. P..	V. Prin'pal.	101 Jefferson st.
Stout, Mrs. Helen L. ....	Monmouth St. P.	Assistant .	173 Quitman st.
Strieby, Mary ....	Webster Street P.	"	68 Park place.
Stringer, Elizabeth M. ....	Washing'n St. G.	"	51 Avon ave.
Sturgis, Emma M. ....	State Street P..	"	108 Plane st.
Sutphen, Julia A. ....	Miller Street P..	"	178 Brunswick st.
Sweasy, M. Augusta. ....	Normal & Train'g Training Dep't.	"	122 Wickliffe st.
Symons, Evelyn S. ....	Oliver Street P..	"	184 Walnut st.
Taylor, A. V., A. B. ....	High. ....	2d Ass'nt.	28 Nelson place.
Taylor, Florence. ....	South 8th St. P..	Assistant .	52 Roseville ave.
Taylor, Geo. O. F. ....	Central Ave. G..	Principal..	69 Sherman ave.
Taylor, Sarah G. A. ....	South 8th St. G..	Assistant .	355 Washington st.
Terwilliger, J. L. ....	Newton Street G.	Principal..	228 South Sixth st.
Thacher, C. S. ....	High. ....	1st Ass'nt.	309 Summer ave.
Thomas, Emily B. ....	Colored ....	Assistant .	741 Broad st.
Thompson, Elizabeth L. ....	Lafayette St. G..	"	48 East Kinney st.
Thompson, Hattie. ....	18th Avenue P..	"	102 Pennsylvania ave.
Thompson, Nellie B. ....	Washing'n St. G.	1st Ass'nt.	102 Pennsylvania ave.
Thurber, Lewis W. ....	South Street P..	Principal..	116 Stone st.
Tompkins, Florence. ....	Webster Street P.	Assistant .	37 Lincoln ave.
Tucker, Lizzie D. ....	Oliver Street P..	"	48 Nelson place.
Umbach, Minnie L. ....	Miller Street G..	"	71 Emmet st.
Urick, Wm. P. B. ....	So. Market St. G.	Principal..	244 Lafayette st.



## TEACHERS--CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Utter, Ella D.....	So. Market St. P.	Assistant	112 Green st.
Valentine, Emma C.....	Chestnut Street P	"	126 Orchard st.
Van Houten, Lizzie L.....	Monmouth St. P.	"	62 Waverly place.
Van Houten, Sadie E.....	18th Avenue P...	"	35 Wright st.
Van Ness, Helen M.....	Monmouth St. P.	"	136 Monmouth st.
Van Nortwick, Cornelia A.	Chestnut St. G...	"	172 Quitman st.
Vinson, Ida A.....	Lafayette St. G...	"	20 Pennington st.
Vliet, Ella L.....	13th Avenue P...	H'd Ass'nt	837 Broad st.
Vosburgh, Minnie.....	Commerce St. P.	Assistant	125 Plane st.
Vreeland, M. Louisa.....	Normal & Train'g Training Dep't.	V. Prin'pal.	148 Washington st.
Ward, Mary E.....	So. Market St. G.	"	9 Linden st.
Ward, Sarah J.....	Lafayette St. P.	Assistant	1072 Broad st.
Webner, Amilla.....	Roseville Ave. P.	"	73 North Fourth st.
Wertz, Bessie G.....	South 8th St. G.	"	55 Myrtle ave.
White, Annie R.....	South 10th St. P.	"	24 Franklin st.
Whittemore, Addie B....	Washington St. P.	"	17 Court st.
Whitfield, M. Eliza.....	Walnut Street P..	"	106 Pennington st.
Widmer, Josephine A.....	Hamburg Pl. P...	"	21 Hillside ave.
Williams, Emma R.....	Monmouth St. P.	"	38 Warren place.
Williams, Ida L.....	Walnut Street P..	"	195 Walnut st.
Willis, Belle B.....	Summer Ave. P...	"	377 Summer ave.
Willis, Mrs. Martha S....	Summer Ave. G.	1st Ass'nt.	377 Summer ave.
Wilson, Albert B.....	13th Avenue P...	Principal..	206 South Sixth st.
Wilson, Susie M.....	Monmouth St. P.	Assistant	27 Monmouth st.
Winans, Lizzie H.....	Marshall Street P.	"	20 Court st.
Wolf, Emma.....	Lawrence St. P...	"	23 Court st.
Wood, Clara A.....	Lafayette St. P...	"	38 Grove st.
Wood, Elvie A.....	Camden Street P.	"	38 Grove st.
Woodward, Emma F....	Morton Street P..	"	79 Court st.
World, Mary.....	North 7th St. P...	"	256 North Seventh st.
Wyckoff, Elizabeth.....	South 8th St. G...	"	109 North Seventh st.
York, Ella.....	Lafayette St. P...	"	58 Pacific st.
Young, Alice E.....	Houston Street P.	"	295 East Kinney st.
Young, Amelia R.....	Normal & Train'g Training Dep't.	"	52 Belleville ave.
Young, Mary A.....	South Street P...	"	295 East Kinney st.



SALARIES.

## Schedule of Teachers' Salaries,

ADOPTED NOVEMBER 30TH, 1888.

TO TAKE EFFECT DECEMBER 1ST, 1888.

REVISED JULY 25TH, 1890, TO TAKE EFFECT SEPTEMBER 1ST, 1890.

GRADE.	1st Year.	2d Year.	Maxim'm.
<b>NORMAL AND TRAINING SCHOOL.</b>			
Principal—Male .....			\$2,000 00
Normal Department—			
Vice-Principal—Female .....			1,300 00
Training Department—			
Vice-Principal—Female .....	\$700 00		800 00
Assistant, " .....	500 00	\$575 00	650 00
<b>HIGH SCHOOL.</b>			
Principal—Male .....			2,500 00
First Assistant—Male .....	1,400 00		2,000 00
Second " " .....	1,200 00		1,300 00
Vice-Principal—Female .....			1,800 00
Teacher of Rhetoric and Composi- tion (Male Department)—Female ..			1,300 00
First Assistant—Female .....	900 00		1,200 00
Second " " .....	800 00		900 00
Third " " .....	700 00		800 00
Teacher in charge of full division Senior Class .....			1,500 00
Teacher in charge of German .....			1,500 00
<b>GRAMMAR SCHOOLS.</b>			
Principal—Male .....			2,000 00
Vice-Principal—Male .....	1,100 00		1,200 00
Vice-Principal—Female .....	900 00		1,000 00
Head Assistant, " .....			800 00
†First " " .....			700 00
Assistant, " .....	500 00	575 00	650 00
<b>INTERMEDIATE SCHOOLS.</b>			
Principal—Male .....			1,900 00
Vice-Principal—Female .....	800 00		900 00
Assistant, " .....	500 00	575 00	650 00

## SCHEDULE OF TEACHERS' SALARIES—CONTINUED.

GRADE.	1st Year.	2d Year.	Maxim'm.
PRIMARY SCHOOLS.			
Principal—Male .....			\$1,500 00
Principal (6 classes and upwards)— Female .....			1,000 00
Principal (less than 6 classes), Female			850 00
Vice-Principal—Female .....	\$700 00		800 00
Head Assistant, “ .....			700 00
Assistant, “ .....	425 00	\$500 00	600 00
† Temporary Assistant—Female... }	3 months at \$30.	4 months at \$35.	3 months at \$40.
INDUSTRIAL SCHOOLS.			
Principal—Female .....			700 00
Assistant, “ .....	425 00	500 00	600 00
COLORED SCHOOLS.			
Principal—Male .....			1,500 00
Assistant—Female .....	425 00	500 00	600 00
SPECIAL.			
Drawing Teacher—Female .....			1,100 00
EVENING SCHOOLS.			
Principal—Male ... ..	\$50 per month.		
Assistant—Male or Female .....	\$30 and	\$35 per	month.

NOTE.—No special salary now paid shall be reduced by reason of this Schedule.

† First Assistants and Head Assistants teaching classes of the highest grade, shall receive \$900 per year while teaching such grade.

All Assistants in Primary Schools or Primary Departments teaching full grade grammar classes, shall receive grammar school salary while teaching such grade.

‡ Assistants in Primary Schools must serve one year as temporary or probationary teachers, upon the completion of which, if satisfactory, they shall enter upon the first year of the permanent grade.





COURSE OF INSTRUCTION.



# MANUAL OF INSTRUCTION--PRIMARY DEPARTMENT.

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GRADE.	READING.	ARITHMETIC.	GEOGRAPHY.	DRAWING.	ORAL LESSONS.	WRITING.
Fourth.	Blackboard exercises. The Cards complete and begin the Primer; Phonic exercises.	Counting and combining numbers, using objects; separate numbers into equal and unequal parts; make all the figures correctly. Begin making tables. Numeration 1st period.	Conversational Lessons.	Cards, Series No. 1, with Manual.	Home, Food, Clothing, Shelter, Source of Happiness School } What can be seen. Animals, domestic; days of the week, months of the year, time on the clock-face.	Writing on slate.
Third.	Finish Primer and First Reader; spell all the words; Phonic exercises and spelling.	Continue combination and separation of numbers, advancing with the progress of the pupil. Continue Addition and begin Subtraction; practice writing figures and making tables. Exercises in fractional parts of numbers. Begin Multiplication. Continue table work.	Conversational Lessons.	Cards, Series No. 2, with Manual.	Objects at home and school; parts of the human body; distance, direction, time continued, form, size, color illustrated by objects.	Writing on slate; writing name of the pupil, etc.
Second.	Second Reader; spell all the words; Phonic exercises and spelling.	Continue drill on Multiplication table; exercise in Addition, Subtraction, Multiplication and Short Division. Continue exercises in fractional parts of numbers, and construction of tables.	Oral Lessons.	Drawing Books, Nos. 1 and 2.	Trees, plants and flowers; qualities, form, size and color; human body; senses; tables of weights and measures; laws of health; articles we buy of grocers.	Writing, No. 1 Graphic, S. C.; writing names and statements on slates and exercise paper.
First.	Second and Third Readers; Phonic spelling; spell all the words.	Multiplication table thoroughly reviewed. Continue review in Addition, Subtraction, Multiplication and Division, using United States money. Continue fractional parts of numbers, advancing with progress of pupil.	Swinton's Introductory Geography.	Drawing Books, 3 and 4. Map Drawing.	Occupations of men, women and children; manufactured articles; conveyance on land and water; qualities; human body, with its parts and uses.	Writing, books Nos. 2 and 3, Graphic, S. C.

ORAL. MORAL INSTRUCTION shall be given in all the classes on the topics assigned, in such a manner and degree as may suit the age and capacity of the pupil. MORAL INSTRUCTION.—Habits of order, behavior, duties to parents, teachers, schoolmates, the helpless and needy, neatness, self-control.

## MANUAL OF INSTRUCTION—GRAMMAR DEPARTMENT.

GRADE.	READING.	ARITHMETIC.	GEOGRAPHY.	GRAMMAR.	HISTORY.	WRITING.	DRAWING.
Fourth.	Third Reader; Spelling; Supplementary Reading; History.	Practical examples in the Fundamental Rules, and all United States Money; Troy Weight and English Money; Fractions; Mental Arithmetic.	Swinton's Introductory completed.	Practical lessons in English; exercises in Composition.	Read History of United States.	Nos. 3 and 4 Graphic, L. C.	Drawing Books No. 5 and 6.
Third.	Complete Third Reader; Spelling; Supplementary Reading; History.	Compound Numbers and through Division of Fractions; Operations in Decimals; Mental Arithmetic.	Swinton's Grammar School to Europe.	Practical lessons in English; exercises in Composition.	Read History of United States.	Nos. 4 and 5 Graphic, L. C. No. 5, S. C.	Drawing Book No. 7.
Second.	Fourth Reader; Spelling; Supplementary Reading.	Decimals; from Subtraction of Fractions to Profit and Loss; Mental Arithmetic.	Swinton's Grammar School completed.	Practical lessons in English; exercises in Composition.	To page 213.	Nos. 5 and 6 Graphic, L. C.	Drawing Book No. 8.
First.	Fifth Reader; Spelling; Supplementary Reading.	Profit and Loss and finish the Arithmetic; Mental Arithmetic.	Geography Reviewed.	Practical lessons in English; Declamation and Composition.	From page 213 to end of book.	No. 7, L. C.; No. 7 Graphic, Blank.	Drawing Book No. 9.

Calisthenics or light gymnastics, with vocal exercises, shall be practiced in all the classes at least once each half day. Singing every day.  
Industrial Drawing twice each week and Writing three times.

# NORMAL AND TRAINING SCHOOL. NORMAL DEPARTMENT.

## COURSE FOR FIRST YEAR.

FIRST TERM.	<p>Psychology. Theory and Practice of Teaching.</p> <p>Training School Practice—Primary Grade Work, including Penmanship.</p>	<p>Literature, including the analysis of selections and studies of American and English authors. [This work to be done critically and supplemented by essay and general composition work by the pupil.]</p>	<p>Physical Geography on the basis of geographical and historical study and teaching.  Music.  Physical Culture.  Drawing.</p>
SECOND TERM.	<p>Psychology. Theory and Practice of Teaching.</p> <p>Training School Practice—Primary Grade Work, including Penmanship.</p>	<p>Literature, including the analysis of selections and studies of American and English authors. [This work to be done critically and supplemented by essay and general composition work by the pupil.]</p>	<p>Physiology and Hygiene as applied to the school-room.  Music.  Physical Culture.  Drawing.</p>
THIRD TERM.	<p>Psychology. Theory and Practice of Teaching.</p> <p>Training School Practice—Primary Grade Work, including Penmanship.</p>	<p>Critical reading of Political Economy. To be accompanied with essay and composition work.</p>	<p>Lectures on the Science and Philosophy of Education and the Methods of Instruction to be continued through the year.  Music.  Physical Culture.  Drawing.</p>

## COURSE FOR SECOND YEAR.

FIRST TERM.	<p>Moral Science.</p> <p>Theory and Practice of Teaching.</p> <p>Training School Practice—Grammar Grade Work, including Penmanship.</p>	<p>History of Education, its theories, methods and literature.</p> <p>General History.</p>	<p>Literature as related to General History.</p> <p>Critical reading of Civil Government and General History, continued.</p>	<p>Lectures on the History, Philosophy and Science of Education and the Methods of Instruction.</p> <p>Botany.</p> <p>Music.</p> <p>Physical Culture.</p> <p>Drawing.</p>
SECOND TERM.	<p>Moral Science.</p> <p>Theory and Practice of Teaching.</p> <p>Training School Practice—Grammar Grade Work, including Penmanship.</p>	<p>History of Education, its theories, methods and literature.</p> <p>General History.</p>	<p>Literature as related to General History.</p> <p>Critical reading of Civil Government and General History, continued.</p>	<p>Lectures on the General Principles of School Management.</p> <p>Botany.</p> <p>Music.</p> <p>Physical Culture.</p> <p>Drawing.</p>
THIRD TERM.	<p>Moral Science.</p> <p>Theory and Practice of Teaching.</p> <p>Training School Practice—Grammar Grade Work, including Penmanship.</p>	<p>Review of the general Principles and Methods of Teaching, and School Management.</p>	<p>Literature, including selections from writers in the Fine Arts and Poetry.</p>	<p>Lectures and discussions of educational works and educational questions.</p> <p>Music.</p> <p>Physical Culture.</p> <p>Drawing.</p>

In addition to the above course, each pupil in the Normal and Training School is required to spend at least eight weeks of each year in practical class room work in the Training Department, under the special direction of the City Superintendent and Principal of the Normal and Training School.



## MANUAL OF INSTRUCTION—HIGH SCHOOL.

## COMMERCIAL COURSE—(TWO YEARS).

1ST YEAR.	Arithmetic. Arithmetic. Arithmetic.	Book-keeping ; Pen- manship ; Commer- cial Correspondence, and Business Form.	German. German. German or Physiology.
1st Term.			
2d Term. 3d Term.			
2D YEAR.	Algebra. Algebra. Algebra.	Book-keeping ; Com- mercial Law and Cor- respondence ; Busi- ness Forms, and Civil Government.	German. German. German or Natural Philosophy.
1st Term.			
2d Term. 3d Term.			

Language, Lessons, Composition and Declamation through the course.  
Drawing, optional.

## MANUAL OF INSTRUCTION—HIGH SCHOOL.

## CLASSICAL COURSE—(FOUR YEARS).

1ST YEAR.			
1st Term.	Arithmetic.	Lat. Gram., Lessons.	Physiology.
2d Term.	Algebra.	Lat. Gram., Lessons.	Physical Geography.
3d Term.	Algebra.	Lat. Gram., Lessons.	Physical Geography.
2D YEAR.			
1st Term.	Algebra.	Cæsar.	Greek Grammar and Lessons.
2d Term.	Algebra.	Cæsar.	Greek Grammar and Lessons.
3d Term.	Algebra.	Cæsar. (Latin Prose.)	Greek Grammar and Lessons.
3D YEAR.			
1st Term.	Algebra.	Cicero.	Anabasis.
2d Term.	Geometry.	Cicero.	Anabasis.
3d Term.	Geometry.	Virgil's Æneid. (Latin Prose.)	Anabasis. (Greek Prose and History.)
4TH YEAR.			
1st Term.	Geometry.	Virgil's Æneid.	Iliad.
2d Term.	Trigonometry, or German.	Georgics, Bucolics, Roman History and	Iliad.
3d Term.	Review.	Review.	Review.

Language Lessons, Composition and Declamation through the course.

NOTE.—The classical and scientific pupils of the senior class may omit Geometry and Trigonometry and take German instead.

## MANUAL OF INSTRUCTION—HIGH SCHOOL.

## SCIENTIFIC COURSE—(FOUR YEARS).

1ST YEAR.			
1st Term.	Arithmetic.	Latin Gram., Lessons.	Physiology.
2d Term.	Algebra.	Latin Gram., Lessons.	Physical Geography.
3d Term.	Algebra.	Latin Gram., Lessons.	Physical Geography.
2D YEAR.			
1st Term.	Algebra.	Cæsar.	Natural Philosophy.
2d Term.	Algebra.	Cæsar.	Natural Philosophy.
3d Term.	Algebra.	Cæsar. (Latin Prose.)	Natural Philosophy.
3D YEAR.			
1st Term.	Geometry.	Cicero.	General History.
2d Term.	Geometry.	Cicero.	Political Economy.
3d Term.	Geometry.	Virgil's Æneid. (Latin Prose.) or German.	Political Economy.
4TH YEAR.			
1st Term.	Geometry.	Virgil's Æneid.	Chemistry.
2d Term.	Trigonometry.	Georgics, Bucolics.	Chemistry.
3d Term.	Review.	Roman History and Review or German.	Geology.

Language Lessons, Drawing, Composition and Declamation through the year.

## MANUAL OF INSTRUCTION—HIGH SCHOOL.

## COURSE FOR FEMALE DEPARTMENT.—(FOUR YEARS).

1ST YEAR.			
1st Term.	Arithmetic, $\frac{1}{2}$ yr.	Latin Gram., Lessons.	Physiology.
2d Term.		Latin Gram., Lessons.	Physiology.
3d Term.	Algebra, $\frac{1}{2}$ year	Latin Gram., Lessons, or German.	Botany.
2D YEAR.			
1st Term.	Algebra.	Latin Gram., Lessons.	Physical Geography.
2d Term.	Algebra.	Cæsar.	Physical Geography.
3d Term.	Algebra.	Cæsar, or German.	Natural Philosophy.
3D YEAR.			
1st Term.	Algebra.	Cæsar.	History.
2d Term.	Geometry.	Cæsar.	History.
3d Term.	Geometry.	Cæsar, or German.	Rhetoric.
4TH YEAR.			
1st Term.	Geometry.	Virgil.	English Literature.
2d Term.	Geometry.	Virgil, or German.	English Literature.
3d Term.	Review.	Astronomy.	English Literature.

Language, Lessons, Penmanship, Drawing, Composition and Recitation through the course.

## MANUAL OF INSTRUCTION--HIGH SCHOOL.

## ENGLISH COURSE.—(FOUR YEARS).

<b>1ST YEAR.</b> 1st Term. 2d Term. 3d Term.	Arithmetic. Algebra. Algebra.	Book-keeping, Penman- ship and Commercial Correspondence, and Business Forms.	Physiology. Physical Geography. Physical Geography.
<b>2D YEAR.</b> 1st Term. 2d Term. 3d Term.	Algebra. Algebra. Algebra.	Book-keeping, Com- mercial Law and Cor- respondence, Business Forms and Civil Gov- ernment.	Natural Philosophy. Natural Philosophy. Natural Philosophy.
<b>3D YEAR.</b> 1st Term. 2d Term. 3d Term.	Geometry. Geometry. Geometry.	Rhetoric, $\frac{1}{2}$ year. Chemistry, $\frac{1}{2}$ year.	General History, $\frac{1}{2}$ year. Political Economy, $\frac{1}{2}$ year.
<b>4TH YEAR.</b> 1st Term. 2d Term. 3d Term.	Geometry. Trigonometry. Review.	English Literature. English Literature. English Literature.	Chemistry, $\frac{1}{2}$ year. Geology, $\frac{1}{2}$ year.

Language Lessons, Drawing, Composition and Declamation through the course.

## MANUAL OF INSTRUCTION—CONTINUED.

## DISTRIBUTION OF WORK.

## PRIMARY DEPARTMENT.

## ARITHMETIC.

## FOURTH GRADE.

*First Term.*—From 1 to 6. Teach the pupils to combine numbers (using objects), in any way that will make the required number. Ex.: 1 and 1 make 2, 1 *plus* 1 *equals* 2, two 1<sup>s</sup> equal 2, 5 *plus* 1 *equals* 6, three 2<sup>s</sup> *equal* 6, two 3<sup>s</sup> *equal* 6; also teach them to separate numbers under 6 into equal or unequal parts. Ex.: 1 from 2 leaves 1, 2 *less* 1 *equals* 1, how many 2<sup>s</sup> in 5, 3 *plus* 2 *equals* 5, etc. When they have learned the combinations, they may make the figures and tables upon the slate.

*Second Term.*—From 1 to 10. Have the pupils combine numbers in any way (using objects when necessary), that will make the required number. The numbers 6, 7, 8, 9 and 10 will be taught as indicated in the work of the first term. Ex.: 3 *plus* 3 *plus* 1 *equals* 7, 2 *plus* 2 *plus* 2 *plus* 1 *equals* 7. Practice addition in columns. Separate numbers into equal and unequal parts. Give many simple examples for the children to solve, as: If 1 apple costs 2 cents, what will 2 apples cost? Continue writing the figures and the tables upon the slate.

*Third Term.*—From 1 to 15. Review previous work. Continue the combination and separation of numbers, using the figures and the signs, +, —, ×, ÷, ) (, =. Give many simple questions, as: John has four apples and William has 5; how many have both? What will four lemons cost at



4c. each? At 2c. each how many can you buy for 10c.? Practice rapid column addition. Separate numbers into equal and unequal parts. Continue writing the figures and the tables upon the slate. Begin to talk about  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , etc. Use objects when necessary.

## THIRD GRADE.

*First Term.*—Review numbers from 1 to 10 and advance to 20. Give many examples, as follows: George has 3 apples and James has three apples; how many have both? What costs 4 lemons at 2c. each? Give many exercises in completing equations, as: 7 *minus*—*equals* 5, three 2<sup>s</sup> *equal*—? Drill the class in rapid slate work, as: 3 *plus* 7, or 4 *plus* 6, or two 5<sup>s</sup> or 4 *plus* 3 *plus* 3. The pupils think the answer, and at a signal write it upon the slate. Exercise the class much in column work. Begin subtraction. Have the class make original examples. Teach  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , etc., of a number. No careless work should be allowed. Objects may be used for illustration.

*Second Term.*—Advance to 30. Review. Complete equations as indicated in the work of the first term. Continue addition in columns. Drill in rapid slate work. Continue subtraction. Give many practical examples. Have the class make original examples. Continue the separation of numbers into equal and unequal parts. Have the pupils use  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{6}$ ,  $\frac{1}{7}$ . As  $\frac{1}{6}$  of 12 *equals* 2. No careless work should be allowed. Objects may be used for illustration.

*Third Term.*—Advance to 40. Review previous work. Continue addition in columns, and drill in rapid slate work. Give exercises in subtraction, multiplication and division.

Continue practical examples; also original examples. Continue the use of fractional parts,  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{6}$ ,  $\frac{1}{7}$ ,  $\frac{1}{8}$ ,  $\frac{1}{9}$ ,  $\frac{1}{10}$ . As:  $\frac{1}{10}$  of 20 = 2. Continue the use of objects for illustration.

## Fish's Arithmetic, No. 1.

## SECOND GRADE.

*First Term.*—Review all previous work and advance to 50. Find all the weak places and strengthen them. Continue rapid slate work. Give many practical examples. Practice rapid column addition. Numerous exercises in the use of fractional parts of numbers. The combination and separation of numbers, continued. Continue exercises in addition, subtraction and multiplication. Begin division.

*Second Term.*—Review and advance to 75. Combine and separate numbers, and complete equations as in previous work. Continue rapid slate work in adding, subtracting, multiplying and dividing, especially in column addition. Have the pupils use the fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{6}$ ,  $\frac{1}{7}$ ,  $\frac{1}{8}$ ,  $\frac{1}{9}$ ,  $\frac{1}{10}$ . Use United States money, liquid and dry measures in applying numbers. Ex.: If 1 gill costs 5c. what will 2 gills cost ; 3 gills ; 4 gills ; 1 pint, etc.? Teach these tables objectively.

*Third Term.*—Review previous work and advance to 100. Combine and separate numbers, and complete equations as in preceding work. Continue rapid drill and slate work in adding, subtracting, multiplying and dividing. In addition to the tables for the second term, take the table of time and use the denomination of inches, feet, yards and rods. Continue the use of fractions and practical examples with concrete numbers, as in the second term.

## FIRST GRADE.

*First Term.*—A thorough review of all previous work. Continue completing equations, adding in columns and rapid slate work. Find fractional parts of a number. Change halves to fourths, sixths and eighths. Review the tables, United States money, liquid, dry, time and long measures, and illustrate them with simple practical examples, mental and

written. The pupils should know at sight and hearing all multiplications and divisions, without remainders, to 144, when no factor exceeds 12. Continue addition, subtraction and multiplication, as found in examples on pages 59 to 99. Much practice should be given to these fundamental rules through all the terms. The mental arithmetic work will correspond with the written work.

*Second Term.*—A thorough review in addition, subtraction, multiplication. Continue division, short and long, as found in examples on pages 99 to 109. Give simple practical examples, using United States money, liquid and dry measures. Ex.: If 1 bushel costs \$2.36, what will 2 bushels cost ; 2 pecks, etc. ? If 5 gallons cost \$23.40, what will 1 gallon cost ? Exercise the pupils in combining and separating fractions of the same name. Ex.:  $\frac{3}{4}$  plus  $\frac{1}{4}$  equals how many fourths ;  $\frac{7}{8}$  minus  $\frac{1}{8}$  equals how many eighths ? Give mental arithmetic examples involving the principles taught in the slate work.

*Third Term.*—Review fundamental rules. Continue practical examples, as found on pages 110 to 118. Use United States money, liquid and dry measures and the table of time. Ex.: If a man earns 20c. in 1 hour, how much will he earn in 3 hours ; in  $5\frac{1}{2}$  hours ; in  $\frac{1}{2}$  hour ? Give mental arithmetic examples involving the principles taught in the slate work.

## LANGUAGE.

### Elementary Lessons in English.

#### FOURTH GRADE.

*Talking or Conversation Lessons.*—These should receive marked attention during the entire year. Beginning with a single clear statement, let the object be to cultivate the power to express two or more consecutive and connected statements about some one thing, as an object or picture ; also to tell little stories the pupil has heard read or told.

*Written Work.*—Teach the pupil to write his name, the name of the street he lives in, the name of the city; also to write new words occurring in the reading lesson. Lead the pupil to write little stories with which he is familiar and can tell well.

The teacher will remember that patience on her part and persistence on the part of the pupil will insure success.

### THIRD GRADE.

*Conversation Lessons*—These will be continued during the entire year with the general aim: the cultivation of the power of expression, correct forms of speech and good pronunciation, habits of remembering the thoughts they read and the cultivation of the power of attention.

*Means.*—Reproducing the reading lesson; little stories about pictures and objects. Use their imagination in connection with the expressive power. Observation lessons and descriptions of present objects.

*Written Work.*—Reproduction and stories as above. All the items of the letter address. How to write names of persons and places. Use of the period, comma and interrogation as may be needed. Continue writing the stories and descriptions the children can tell well.

### Hyde's Practical Lessons in English, Book I.

#### SECOND GRADE.

*First Term*—Take lessons 1 to lesson 22, page 22.

*Second Term.*—Take lessons 22, page 22, to lesson 34, page 35. Exercise the pupils in writing brief stories, paragraphs and letters.

*Third Term.*—Take lessons 34, page 35, to lesson 46, page 48. Continue writing stories, paragraphs and letters.

*Conversation Lessons.*—These continued throughout the year. Reproduction of reading lessons or other matter read, short stories about objects or pictures. Have the pupils tell

what they saw on the way to or from school. Be careful to secure complete and well formed sentences. Guard against bad habits of speech and pronunciation. No careless work allowed.

*Written Work.*—Reproduce stories and descriptions as before. Simple statements and inquiries. Items of address, letter writing, etc. Descriptions of animals and plants. Common and proper nouns. Teach the personal pronouns as they may occur. Teach all the punctuation points as they may be used. Also give careful attention to the selections furnished in the book for study.

#### FIRST GRADE.

*First Term.*—Take lessons 46, page 48, to lesson 11, Part Second, page 68.

*Second Term.*—Take lessons 11, Part Second, page 68, to lesson 23, page 80.

*Third Term.*—Take lessons 23, Part Second, page 80, to lesson 33, page 91. Use the usual grammatical terms as they occur, taking care that the pupil understands their use.

*Conversation Lessons.*—These continued throughout the year. Oral reproduction of reading and geography lessons. Descriptions of things seen and of imaginary or actual journeys.

*Written Work.*—Reproductions and descriptions. Composition exercises on slates for criticism and correction by pupils. Exercises in writing simple, long and short sentences.

Much attention must be given to composition exercises through all the grades and terms. These exercises include paragraphs, letter writing, descriptions, stories, etc. Also to the selections furnished in the book for study, examination and criticism.

Develop and illustrate the lessons and the instruction by constant reference to and application of the written and oral expression of thought by the children.

## GEOGRAPHY.

## THIRD AND FOURTH GRADES.

Preparation for the study of geography should be made in these grades by frequent conversational lessons on time, place, direction and description of familiar things and places. Much interest may be awakened and training given to the observing powers by these oral and objective lessons. The teacher should read frequently descriptive stories of places, journeys, etc.

**Swinton's Introductory.**

## SECOND GRADE.

*First Term.*—*School Room*, situation, plan, boundaries and other rooms on the same floor. *School Building*, plan, boundaries, distance and direction. *School Premises*, plan, boundaries, streets. *School District, Ward and City*, draw the map, streets, boundaries, by adjoining wards or streets. Describe surface, slope of land, business buildings, wards, etc.; review; and learn definitions of the natural divisions of land and water found in and about the city.

*Second Term.*—*Essex County*. Position in the State. Draw the map. Locate cities and towns, mountains, rivers, railroads and canals. Talk about the kinds of business, soil and productions. Teach the forms of land and water found within the county. Encourage the pupils to find out about other objects of interest in the county. Use the map of the county.

*Third Term.*—*State of New Jersey*. Draw the outline. Bound the State. Describe the surface, soil, productions, manufactures, commerce, means of communication and chief cities. Teach the forms of land and water as they occur in the study of the State. Teach that New Jersey is a part of the United States. Use the globe to show the shape of the earth, and that continents and oceans form the surface of the



earth. Teach the names of the continents and oceans. Use outline maps to aid in the study of form, surface, etc.

N. B.—Read from time to time, during the work of each term, such parts of the reading matter in the Introductory Geography as will best explain and illustrate the lessons. These reading lessons are invaluable and should continue throughout the geography course

#### FIRST GRADE.

*First Term.*—Review previous work by reading and conversational lessons on the first fifteen pages of the Introductory Geography, and take Middle Atlantic States, pages 40 to 44, inclusive. Review carefully New Jersey; show its position in the group. Review cities, etc. Draw map of section and bound it. Use the globe. Describe the land, mountains, slopes, rivers, lakes, outer waters, etc. Classify cities as manufacturing, commercial, etc. Pupils will draw maps from memory; write descriptions. Use outline maps.

*Second Term.*—Review Middle Atlantic States, pages 40 to 45, and take the New England States, pages 35 to 40, according to the same plan. Compare the two groups. Read pages 15 to 29, inclusive.

*Third Term.*—Review. Take the Southern States, Eastern division, pages 45 to 47, inclusive, following the same plan as in the study of the New England and Middle Atlantic groups. What condition of country or climate affects business, and the condition of the people. Use outline maps. Read pages 32 and 33.

Exercise the pupils through all the terms in writing descriptions of the countries, divisions, places and things about which they have learned.

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#### READING.

#### FOURTH GRADE.

Reading exercises from the blackboard. The cards completed; begin the Primer. Phonic exercises. Teach by the

word and phonic methods, use objects, pictures and sketches upon the board. Lead the children to talk freely about the lesson

#### THIRD GRADE.

Finish Primer and First Reader ; spell all the words. Phonic exercises and Spelling. Classify words according to similar sounds: cat, rat, hat, man, pan, ran, run sum, etc.

#### SECOND GRADE.

Second Reader. Supplementary Readers. Spell all the words. Phonic Exercises and Spelling. Give much attention to vocal expression at every step in the work. Never accept improper expressions of any kind.

#### FIRST GRADE.

Second and Third Readers. Supplementary Readers. Phonic spelling ; spell all the words. The pupils should frequently read from the various lesson books used in the class.

In all the grades through all the terms, great care should be given to the teaching of new words and the increase of the child's vocabulary. The meaning of words should be taught through oral and written language exercises. Give especial care to correct pronunciation and good expression.

The reading exercises should occur as often each day as time will permit. No exercise should take precedence of the reading.

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### WRITING.

#### FOURTH GRADE.

Writing simple copies from the blackboard on the slate.

#### THIRD GRADE.

Writing on the slate or exercise paper ; writing the name of the pupil, etc.

## SECOND GRADE.

Graphic System, shorter course, No. 1.


Two books during the year, with use of practice paper.

## FIRST GRADE.

Graphic System, No. 2, S. C., first half year.

Graphic System, No. 3, S. C., second half year.

Two books during the year.

 The pencils, pen and ink should always be kept in a proper condition for use. All the written work, as well as the regular writing lessons should be done with great care and should not be accepted by the teacher unless satisfactory.

## DRAWING.

## FOURTH GRADE.

Cards, First Series with Manual.

## THIRD GRADE.

Cards, Second Series with Manual.

## SECOND GRADE.

Drawing Books, Nos. 1 and 2.

## FIRST GRADE.

Drawing Books, Nos. 3 and 4.

Drawing models, modeling clay.

Colored paper.

## PHYSIOLOGY.

## Oral Lessons.

## FOURTH GRADE.

The teacher will call the attention of the children to their bodies as a whole; what they can do with them; as: walk, run, jump, throw the ball, toss the marble, hold the book, slate or pencil, write with the pencil, eat with the fork spoon, etc.

The teacher will be very careful not to tell the pupil too much, but lead him to find out for himself, by observation and examination of the parts under consideration.

These lessons should not exceed eight or ten minutes at one time. The teachers will be inclined to hurry over the work as simply a memoriter lesson. Caution—Proceed slowly, carefully and objectively, with many illustrations given by the pupil and the teacher.

Now, take up the parts of the body—as the head, neck, trunk, legs, arms, hands, feet, eyes, ears, nose, mouth, tongue, teeth, joints, skin, flesh, etc. Notice incidentally the most obvious uses, or such as the child can readily discover and describe.

*Breathing.*—Have the children notice how they take in breath and how they let it out, and the difference between a deep full breath and one from the top of the lungs. Have them notice that they breathe mostly through the nose. Call attention to the fact that they breathe all the time, whether they think about it or not, while they are asleep as well as when they are awake. Notice that what they breathe surrounds them on all sides, fills the room and is found everywhere, and that it is called the air or atmosphere.

*Drinking.*—What we drink, how and why; right time and wrong time to drink. Constantly direct the attention of the pupils to their own habits in this matter, and lead them to see how they can correct wrong habits.

*Eating.*—What they eat, how and why; right time and wrong time to eat; right way and wrong way to eat. Always have the pupils notice their own habits in eating—as fast eating, slow eating, careless eating, etc.

*Cleanliness.*—Why desirable and necessary? Cleanliness of the body, of the clothing, of the school room, of the home. Lead the pupils, in a careful and discreet manner, to notice their own habits in this matter, and how best to correct improper ones.

The teachers are again reminded that these lessons should be made exercises of observation rather than merely memory lessons.

#### THIRD GRADE.

Same work as for the fourth grade, with such additions and details as the pupils can readily discover and comprehend.

The teachers will not advance in any part of the work faster than the children can by personal and well-directed observation discover, note and apply what is found out and taught. Remember, teachers, the best book from which to learn physiology, is the body.

#### SECOND GRADE.

Same work as for the third grade, with such additions and details as the pupils can readily discover and comprehend.

Give special attention to the parts of the general divisions of the body—as parts of the head, neck, trunk, arms, hands, legs, feet, etc. Call attention to their obvious uses and common abuses.

#### FIRST GRADE.

Same line of work as for second grade, with such additions and details as the age and progress of the pupils will permit, and the skill and discretion of the teacher will suggest.

*Bones and Muscles.*—Lead the pupils to notice that their bodies are made up of hard and soft parts; that the hard parts are the bones and the soft parts are the muscles or flesh. Direct their attention to the uses of the bones and muscles, and how to take care of them.

Through all the grades use for illustration the physiological charts and such other appliances and objects as the teacher may be able to obtain. The object of these lessons is to acquaint the children with their bodies, and the proper use and care of them, in order to protect their health.

NOTE.—These lessons should be given every day—length, from eight to ten minutes.

## MUSIC.

**Jepson's Music Reader. Book First**

## FOURTH GRADE.

*First Term.*—Definitions, explanations and exercises in singing, from beginning of book to exercise 73, page 16. Omit chapter I, exercises 19 to 24, inclusive, and exercises 44, 45, 46, 47, 49, 50, 51, 52, 53, 54, 55, 56, 65, 66, 67, 68, 69 and 70.

*Second Term.*—Definitions, explanations and exercises, from exercise 73, page 16, to exercise 99, page 24. Omit exercise on page 18, exercise on page 19, and exercises 83, 84, 85, 87, 91, 94 and 97.

*Third Term.*—Definitions, explanations and exercises, from exercise 99, page 24, to chapter XVI, page 31. Omit exercises 99, 103, 104, 108, 109, 110, 112, 117, 118, 119, 120, 121, 122, and 124.

## THIRD GRADE.

*First Term.*—Beginning at chapter XVI, page 31, take to chapter XXVII, page 50. Omit exercises 129, 133, 136, 137, 141, 144, 148, 149, 153, 154 and 155. Take definitions, explanations and exercises.

*Second Term.*—Definitions, explanations and exercises, from chapter XXVII, page 50, to exercise 184, page 59. Omit exercises 168, 169, 170, 175, 177 and 179.

*Third Term.*—Definitions, explanations and exercises, from exercise 184, page 59, to exercise 209, page 66. Omit exercises 184, 187, 188, 190, 194, 195, 199, 202 and 205.

## SECOND GRADE.

*First Term.*—Definitions, explanations and exercises, from exercise 209, page 66, to chapter XXXVII, page 76. Omit exercises 219, 222, 227 and 228.



*Second Term.*—Definitions, explanations and exercises, from chapter XXXVII, page 76, to chapter XXXIX, page 84. Omit exercises 237, 239, 241, 244, 248 and 251.

*Third Term.*—Definitions, explanations and exercises, from chapter XXXIX, page 84, to chapter XLI, page 100. Omit exercises 253, 255, 257, 260, 266, 270 and 274

#### FIRST GRADE.

*First Term.*—Review all previous definitions. Take definitions, explanations and exercises, from chapter XLI, page 100, to chapter XLIV, page 111. Omit exercises 275, 276, 283, 285, 288, 295, 298, 299, 301 and 305.

*Second Term.*—Definitions, explanations and exercises, from chapter XLIV, page 111, to exercise 336, page 120. Omit exercises 313, 317, 318, 320, 323, 328, 330 and 333.

*Third Term.*—Definitions, explanations and exercises, from exercise 336, page 120, to chapter XLIX, page 133. Omit exercises 338, 340, 345, 348, 352, 354, 355, 356 and 357.

### ORAL LESSONS.

#### FOURTH GRADE.

Home, food, clothing, shelter, sources of happiness.

School { What can be seen?  
          { What cannot be seen?

Animals, domestic; days of the week, months of the year, time on the face of the clock; parts of the human body.

#### THIRD GRADE.

Objects at home and at school; parts of the human body with their uses; distance, direction, time continued; form size, color, illustrated by objects.

## SECOND GRADE.

Trees, plants and flowers ; qualities ; form, size and color ; human body with its parts : senses, and the laws of health ; tables of weights and measures ; articles we buy at the grocers'.

## FIRST GRADE.

Occupation of men, women and children ; manufactured articles ; conveyance on land and water ; human body, with its parts and uses, and the laws of health.

These lessons are designed to furnish topics for objective conversational lessons which should find a place in every primary school. The teacher can vary or enlarge, as the occasion may require.

# GRAMMAR DEPARTMENT.

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## ARITHMETIC.

### Fish's No. 2.

#### FOURTH GRADE.

*First Half Year.*—From beginning of book to page 74. Mental Arithmetic, lessons 17 to 25.

*Second Half Year.*—From page 74 to page 93, with review. Mental Arithmetic, lessons 25 to 29, with review.

#### THIRD GRADE.

*First Half Year.*—From page 93 to page 127 with review. Mental Arithmetic, lessons 29 to 35, with review.

*Second Half Year.*—From page 127 to page 145 with review. Mental Arithmetic, lessons 35 to 40, with review.

#### SECOND GRADE.

*First Half Year.*—From page 145 to page 173 with review. Mental Arithmetic, lessons 40 to 44, with review.

*Second Half Year.*—From page 173 to 198 with review. Mental Arithmetic, lessons 44 to 48, with review.

NOTE.—Be careful to have the pupils distinguish and use readily, linear, square and cubic measures. Exercise the pupils in estimating the dimensions, surfaces and contents of rooms containing bay windows, etc. In plastering, allow for doors, windows, etc. Estimate cost of slating blackboards, glazing sash, etc., etc.

#### FIRST GRADE.

*First Half Year.*—From page 198 to page 242 with review. Mental Arithmetic, lessons 48 to 52, with review.

*Second Half Year.*—From page 242 to page 269 with review. Mental Arithmetic, lessons 52 to 54, inclusive, with review.

NOTE.—Give frequent drill exercises in the fundamental rules in all the grades through all the terms. Exercise the pupils much with practical questions, the teacher insisting upon prompt and accurate calculation.

## LANGUAGE.

### Hyde's Practical Lessons in English. Book I.

#### FOURTH GRADE.

*First Term.*—Take lessons 28, page 87, to lesson 42, page 101.

*Second Term.*—Take lessons 42, page 101, and complete the book.

*Third Term.*—Review all the work, with continued composition and letter writing.

Use the usual grammatical terms as they occur.

*Oral Work.*—Continued during the year as in the previous grades. Continued reproduction. Cultivate persistently the ability of the pupils to talk well concerning what they read, see and know.

*Written Work.*—Reproduction as in oral work. Composition work with slate and paper. Letter writing in all its forms, also business forms.

NOTE.—The lessons 39, 40 and 41 on letter writing to be used through all the term and grades. In all the foregoing exercises cultivate as far as possible the self-reliance and self-helpfulness of the pupil, by giving as fully as can be the opportunity to construct, criticise and correct the exercises. The picture lessons to be used according to the judgment of the teacher.

**Hyde's Practical Lessons in English. Book II.**

## THIRD GRADE.

*First Term.*—From beginning of book to lesson 23, page 41.

*Second Term.*—Take lesson 23, page 41, to lesson 37, page 66, with review.

*Third Term.*—Take lesson 37, page 66, to lesson 45, page 80, with review.

## SECOND GRADE.

*First Term.*—Take lessons 42, page 75, to lesson 56, page 100. Review

*Second Term.*—Take lessons 56, page 100, to lesson 67, page 122. Review.

*Third Term.*—Take lessons 67, page 122, to lesson 78, page 136. Review.

Composition, business forms and letter writing will be prominent through the entire year.

## FIRST GRADE.

*First Term.*—Take lessons 78, page 136, to lesson 92, page 157. Review.

*Second Term.*—Take from lesson 92, page 157, and complete Part Third.

*Third Term.*—Review the entire book, with special reference to etymology, composition and criticism, analysis and parsing. Constant attention will be given to all the forms of composition.

NOTE.—Paragraph writing, letter writing and general composition will form an important part of the language work in all the grades through all the terms. Study with care the selections given in the book. Language work and composition will accompany all the subjects taught in the course. Part Fourth, pages 187 to 218, will be used through all the grades and terms as may be found useful.

## GEOGRAPHY.

## Swinton's Introductory.

## FOURTH GRADE.

*First Term.*—Review previous work. Take up the study of the Southern States, Western division, pages 48 to 52, and take Central States, according to the plan pursued in first grade, primary department. Study characteristics and descriptions of cities. Use the globe to illustrate the shape of the earth, and the relative position of the land and water divisions. Map drawing and composition.

*Second Term.*—Review previous work, as found on pages 53 to 58. Take the Pacific States and Territories, pages 59 to 64, according to same plan. Compare the groups of States as to soil, products, business and people.

*Third Term.*—Review the United States as a whole, pages 30 to 34. Compare the different sections as to physical characteristics, soil, products of farm, forests, mines and factories, business, people and government. Take Canada, Mexico, Central America and West Indies, pages 65 to 74.

## Swinton's Grammar School.

## THIRD GRADE.

*First Term.*—Continent of North America. Position, extent, general shape; draw the map, page 18; teach details of outline and surroundings; map questions, page 19; surface, highlands, plateaus, mountain systems, valleys, etc. Drainage, lakes, rivers, river systems, their uses, etc.; soil, productions, natural advantages for branches of industry; climate, people, political divisions, pages 15 to 20. South America, on same plan of study. Map, page 66; questions, page 67; description, pages 62 to 66. Use commercial map of the United States for reference; also table on page 68. Compare the two continents.



*Second Term.*—Review North America, pages 15, 16, 17. Map questions, page 19. Read description, pages 21, 23. Take up the study of Europe on same plan as North America in first term, pages 72, 73. Use page 71 for reference. Map studies, page 75; take oceans, seas, bays, gulfs, straits, lakes, islands, mountains, peninsulas and the most important capes, rivers and cities.

*Third Term.*—Draw the maps of Asia, Africa and Australia in outline, noting the oceans, seas and peninsulas, and the important gulfs, bays and mountains. Maps, pages 90, 96, 103. Read pages 88, 89, 98, 99, 100, 104, 105.

#### SECOND GRADE.

*First Term.*—During this year the physical geography, description and general descriptions need not receive detailed and close study, yet should be recognized as the basis of the future work. Read description and general descriptions between pages 15 and 59. Review the United States, using the map on pages 28 and 29. Take the principal cities, with special reference to their commercial relations. In map studies, take only the most important features.

*Second Term.*—Review the political divisions and the commercial geography of the other countries of North America, page 19. Read pages 15, 16, 17. In map studies, take only the most important features. Review South America, pages 62, 64, 65. Map studies, page 67. Read pages 68, 69. Use table, page 68, for reference.

*Third Term.*—Europe. Map studies, pages 75, 76. Use table, page 75, for reference. Read pages 76, 79, 81, 83, 84, 85, noting the condition of the people, education, forms of government, religion, etc.

## FIRST GRADE.

*First Term.*—Asia. Surface, rivers and lakes, climate, vegetation and animals, inhabitants, government and religion, pages 88, 89. Take map studies, page 91. Africa on same plan, page 97; description, pages 98, 99, 100. Compare the continents as to form, surface, advantages for habitation, commerce, and the wants of man.

*Second Term.*—Review Mathematical Geography, pages 1, 2, 3, 4, 5. Use the globe. Definitions, pages 6, 7, 8. Climate, plants and animals, races of men, states of society, government, pages 9, 10, 11. The Hemispheres. Map studies, page 12. Read description of North America and South America, pages 15, 16, 17, 19, 25, 26, 27.

*Third Term.*—Review North America and the United States, and such other parts of the geography work as the teacher thinks necessary.

## HISTORY.

<sup>1</sup>Eggleston's U. S.

*First Term.*—Discoveries, Explorations, Colonial History, to the Spanish in Florida and the French in Canada, page 116.

*Second Term.*—From page 116 to the capture of Burgoyne's army, page 175.

*Third Term.*—Complete to page 213, and review.

## FIRST GRADE.

*First Term.*—From page 213 to approach of Civil War, page 298.

*Second Term.*—From page 298 to Political Events, page 359.

*Third Term.*—Finish book, and review.

NOTE.—Only the most important dates and events should be memorized.

## READING.

## FOURTH GRADE.

Third Reader; spelling. Read United States History alternately with Reader.

## THIRD GRADE.

Complete Third or Fourth Reader; spelling. Read United States History alternately with Reader.

## SECOND GRADE.

Fourth Reader and Constitution of the United States, alternately.

## FIRST GRADE.

Fifth Reader and Constitution of the United States, alternately.

NOTE.—The reading exercises through all the grades and terms should receive the most careful attention. They should never be omitted or set aside for other subjects. Supplementary reading will form a part of the course.

## SPELLING.

**Metcalf's Spelling and Language Book.**

## FOURTH GRADE.

*First Term* —From beginning to page 40.

*Second Term*.—From page 40 to page 50.

*Third Term*.—From page 50 to page 57.

Constant review.

## THIRD GRADE.

*First Term*.—From page 57 to page 74.

*Second Term*.—From page 74 to page 85.

*Third Term*.—From page 85 to page 94.

Constant review.

## SECOND GRADE.

*First Term.*—From page 94 to page 112.

*Second Term.*—From page 112 to page 127.

*Third Term.*—From page 127 to page 137.

Constant review.

## FIRST GRADE.

*First Term.*—From page 137 to page 153.

*Second Term.*—From page 153 to page 165.

*Third Term.*—From page 165 to page 174.

Constant review.

## WRITING.

## FOURTH GRADE.

Graphic System, No. 3, L. C., first half year.

Graphic System, No. 4, L. C., second half year.

Two books during the year.

## THIRD GRADE.

Graphic System, No. 4, L. C., first half year.

Graphic System, No. 5, S. C., second half year.

Two books during the year.

## SECOND GRADE.

Graphic System, No. 5, L. C., first half year.

Graphic System, No. 6, L. C., second half year.

Two books during the year.

## FIRST GRADE.

Graphic System, Blank Writing Book in connection with the study and practice of Bookkeeping, throughout the year.

## DRAWING.

## FOURTH GRADE.

No. 5, from September to February ; No. 6, from February to July.

## THIRD GRADE.

No. 7, throughout the year.

## SECOND GRADE.

No. 8, throughout the year.

## FIRST GRADE.

No. 9, throughout the year.

## PHYSIOLOGY.

## Oral Lessons.

## FOURTH GRADE.

Take the general line of work indicated for the primary grades, the teacher extending and amplifying the topics as the age and progress of the pupils will permit, and the experience and judgment of the teacher will suggest and direct.

*The Teeth.*—Their number, location, structure, use, abuse and care.

*The Digestive Process.*—Its use, abuse and care. I would constantly remind the teachers of the importance, to the pupils and themselves of personal observation of the parts, organs and the various processes under consideration, going on in their bodies ; teachers using the books furnished, or any others they may have access to, for guidance and to aid in furnishing the information needed.

*Hygiene.*—The common or obvious laws of health.\*

Follow the line of work on the same plan suggested for the fourth grade, the teacher guiding the observations, suiting the instruction and illustrations to the progress and advancing age of the pupils.

*Blood.*—Call the attention of the pupils to the fact that it pervades all parts of the body. This may be shown by slightly pricking, with a fine-pointed needle, any part of the body, when blood will flow. Call attention to the heart—its beating, and to the fact that it is the pumping engine of the body; also, to the arteries and the veins, as the channels through which the blood passes to all parts of the system and back again to the heart. Direct the attention of the pupils to the fact that it is through the blood that our bodies are nourished by the food we eat, and that the quality of the blood depends upon what we eat and the air we breathe.

*Hygiene.*—Continue the study of the laws of health. Always lead the pupils to observe their own habits, that they may see wherein they conform to or violate these laws.

#### SECOND GRADE.

Follow the line of work indicated for the third grade, extending it as the pupil progresses.

*Respiration.*—Take up the respiratory organs. Call attention to their location, structure, use and abuse. Emphasize the importance of properly exercising them and how. Dwell upon the necessity of pure air and plenty of it; also upon the evils of cramped or improper positions of the body affecting these organs.

#### FIRST GRADE.

Continue the line of work for the preceding grammar grades, the teacher progressing in the grade of the work and in the details as the pupils advance from grade to grade.



*The Nervous System.*—Lead the pupil to notice the fact that all these organs and machinery of the body are for the use of the mind, and that the use of the nervous system is to establish a working communication between the mind and the body. Call attention to the use of the senses as the channels of communication from the outer world to the mind ; the importance of the proper care and training of these senses.

Show that the nerves extend to all parts of the body, which may be done by the sense of feeling ; also point out the general division of the system into the nerves of the head, trunk, upper extremities and lower extremities.

Through all the grades, use for illustration the physiological charts and such other appliances and objects as the teacher may be able to command.

NOTE.—These lessons will be given daily, and will occupy from eight to ten minutes for each exercise. The principals will please make provision for the proper carrying out of this work.

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## MUSIC.

### Song Garden, No. 2. •

A manual of Musical Instruction, to accompany the Song Garden, was prepared and adopted by the Board. This Manual is designed to utilize the exercises and songs of the Song Garden in such a manner as to obtain a well-graded course of instruction for the grammar department. A short review of the primary course is contained in the Manual. The following is the schedule to be followed in the use of this Manual (the numbers refer to paragraphs):

#### FOURTH GRADE.

*First Term.*—Paragraphs 1 to 76, inclusive.

*Second Term.*—Paragraphs 77 to 111, inclusive.

*Third Term.*—Paragraphs 112 to 138, inclusive.

## THIRD GRADE.

*First Term.*—Paragraphs 139 to 180, inclusive.

*Second Term.*—Paragraphs 181 to 207, inclusive.

*Third Term.*—Paragraphs 208 to 227, inclusive.

## SECOND GRADE.

*First Term.*—Paragraphs 228 to 255, inclusive.

*Second Term.*—Paragraphs 256 to 285, inclusive.

*Third Term.*—Paragraphs 286 to 306, inclusive.

## FIRST GRADE.

*First Term.*—Paragraphs 307 to 331, inclusive.

*Second Term.*—Paragraphs 332 to 360, inclusive.

*Third Term.*—Paragraphs 361 to 384, inclusive.

## COURSE OF INSTRUCTION FOR THE EVENING DRAWING SCHOOL.

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This course includes Mechanical Drawing, Architectural Drawing, Free-hand and Object Drawing, and Ornamental Designing. The course covers three years of six months each.

### DEPARTMENT OF MECHANICAL DRAWING.

#### FIRST YEAR.

(a) Drawing of simple lines for the purpose of acquiring facility and skill in handling instruments. These lines being such as will be of use as the pupil advances, and arranged in a progressive order.

(b) Geometrical forms and constructions, involving at first straight lines, then circular arcs, ending with complex curves. Attention will be given to symmetry, proportion and arrangement. Diagrams not to be copied, but constructed from sketches. The pupils will now begin the measurement and sketching of objects from view.

#### SECOND YEAR.

(a) Much study and practice will be given to measurement and sketches of a great number and variety of objects placed in different positions. Diagrams will be constructed from objects and sketches, and not from copies. Light and shade introduced.

(b) The elements of projection will be taken up. The method will be, making drawings of solid bodies bounded by

plane surfaces, the objects being placed in a great variety of positions, proceeding gradually to complex forms and the problems of intersection and development, the object being to bring clearly before the mind of the pupil the relation between the drawing and the thing drawn.

#### THIRD YEAR.

(a) The drawing of the whole or parts of a machine by actual measurement.

The pupil now begins work as an actual draughtsman. He is required to study the whole or some part of a piece of machinery. This is the most important part of his work at this stage. He must learn to observe closely, read and comprehend a part or the whole of a machine, to measure and sketch it, and finally to make a working draft of it. The accuracy of the drawing should never be sacrificed for the sake of shading or picture making. He should be taught to compose and construct his drawings, rather than to memorize them.

(b) Exercises in planning and designing for the purpose of developing and training the inventive powers and the imagination.

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#### DEPARTMENT OF ARCHITECTURAL DRAWING.

##### FIRST YEAR.

- (a) Geometrical forms.
- (b) Lines.
- (c) Plane figures.
- (d) Objects.
- (e) Projection.

SECOND YEAR.

- (a) Continue projection.
- (b) Introduce light and shade.
- (c) Details and interior finish.
- (d) Simple plans.
- (e) Elements of perspective.

THIRD YEAR.

- (a) Plans continued.
- (b) Elevations.
- (c) Sections.
- (d) Perspective continued.

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DEPARTMENT OF FREE-HAND DRAWING AND  
ORNAMENTAL DESIGNING.

FIRST YEAR.

From copies and objects :

- (a) Geometrical forms.
- (b) Lines.
- (c) Angles.
- (d) Plane figures.
- (e) Circles.
- (f) Objects.

SECOND YEAR.

- (a) Drawing from copy.
- (b) Decorative designing.
- (c) Drawing from cast.
- (d) Drawing from forms.

THIRD YEAR.

- (a) Continue drawing from copies and models.
- (b) Decorative designing.
- (c) Cast drawing.
- (d) Shading.

# COURSE OF STUDY FOR EVENING SCHOOLS.

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## FIRST GRADE.

### READING.

Fourth Reader ; History—Higginson's U. S.; Miscellaneous ; Language Exercises. In alternation.

### WRITING.

Book-keeping ; Business Forms ; Correspondence, etc. In alternation.

### ARITHMETIC.

Mental Exercises ; Written Exercises ; Business Exercises ; Original Exercises. In alternation.

### ORAL LESSONS.

Government—Municipal, State, National.

Constitution—State, National.

These lessons to alternate ; length, 15 to 20 minutes each evening.

## FRIDAY EVENINGS.

First Hour.—Drawing.

Second Hour.—Miscellaneous Reading and Discussion.



## SECOND GRADE.

## READING.

Third or Fourth Reader ; History—Quackenbos' Elementary United States ; Language Exercises. In alternation.

## WRITING.

Copy Book ; Business Forms ; Correspondence. In alternation.

## ARITHMETIC.

Mental Examples ; Written Examples ; Business Examples ; Original Examples. In alternation.

## ORAL LESSONS.

Government—Municipal, State, National.  
Physiology—Structure, Function, Hygiene.  
In alternation.

## FRIDAY EVENINGS.

First Hour.—Drawing.

Second Hour.—Miscellaneous Reading and Discussion.

## THIRD GRADE.

## READING.

Second or Third Reader ; Exercises in Spelling ; Language Exercises. In alternation.

## WRITING.

Copy Book ; Letter Writing. In alternation.

## ARITHMETIC.

Mental Examples ; Written Examples ; Business Examples ;  
Original Examples. In alternation.

## ORAL LESSONS.

Government—City, State.

Physiology—Structure, Function, Hygiene.

In alternation.

## FRIDAY EVENINGS.

First Hour.—Drawing.

Second Hour.—Miscellaneous Reading and Discussion.

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UNGRADED CLASS.

This class will receive instruction in Reading, Writing,  
Arithmetic, Spelling, Oral Lessons.

SCHOOL BOOKS AND STATIONERY.



## SCHOOL BOOKS AND STATIONERY.

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### PRIMARY SCHOOLS.

*Reading.*—Franklin First, First Advanced, New First, Second, Second Advanced, New Second, Third, Third Advanced and New Third Readers ; Monroe's Chart Primer and New Primer ; Monroe's First, First Advanced, Second, Second Advanced, Third and Third Advanced Readers ; Monroe's School Chart ; Appleton's First, Second and Third Readers ; Appleton's Reading Chart ; Swinton's First, First Advanced, Second, Second Advanced and Third Readers ; Collard's Beginners' Reader, Part I ; Unique Reading Chart, Parts I and II ; Goodrich's Child's History of the United States.

*Supplementary Readers.*—Ginn & Co.'s Classics for Children, viz.: Æsop's Fables ; Kingsley's Greek Heroes ; Irving's Sketch Book ; Lamb's Tales from Shakespeare ; Lippincott & Co.'s Bert's Primer of Scientific Knowledge ; Heath & Co.'s Sea Side and Way Side, Parts 1, 2, 3 ; Ivison, Blakeman & Co.'s Readings in Nature's Book ; Seven American Classics ; Book of Tales ; Appleton & Co.'s Johonnot's Natural History Series—5 Books.

*Language.*—Whitney's Elementary English (Knox).

*Spelling.*—Beecher's Primary Normal Speller ; Meleney & Giffin's Selected Words.

*Geography.*—Swinton's Introductory Geography ; Cornell's Outline Maps ; W. A. & A. K. Johnston's Grand and Imperial Maps.

*Arithmetic.*—Fish's Arithmetic, No. 1 ; Giffin's Number Chart ; Gleason's Arithmetical Cards.

*Drawing.*—Walter Smith's Manual of Drawing, Parts I and II, and New Primary ; Smith's Primary Drawing Cards, First and Second Series ; Smith's Drawing Books, Nos. 1, 2, 3 and 4. Drawing models, modeling clay, colored paper.

*Oral Lessons.*—Calkin's Primary Object Lesson's ; Hooker's Child's Book of Nature, Parts I, II and III ; Brown's Manual of Commerce ; Sheldon's Object Lessons.

*Music.*—Jepson's First Music Book.

*Writing.*—Graphic System of Writing.

*Stationary.*—David's, Stafford's Universal and Pomeroy's Inks ; Spencerian Pens, Nos. 1, 5 and 9 ; Gillott's Pens, Nos. 351 and 404 ; Pen-holders ; Ink-wells ; Ink-well Covers ; Teachers' Ink-stands ; Blotters ; Practice Paper for drawing and writing ; Slate Pencils ; Pencil holders ; Crayons ; Slates. 5x7, 6x9, 6½x10 ; Numeral Frames ; Foolscap and Examination Paper ; Mucilage ; Perfumed Paste ; Thermometers ; Lead Pencils ; Diamond and Felt Rubber Erasers ; Graphic Scrap Books ; Rubber Hand Stamps.

*Miscellaneous.*—Webster's International and National Dictionaries ; Joslyn's Globes ; Hooker's First Book in Physiology ; Song Garden, No. 2.

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## GRAMMAR SCHOOLS.

*Reading.*—Franklin Third, Third Advanced, New Third, Fourth, New Fourth, Intermediate, Fifth and New Fifth Readers ; Monroe's Third, Third Advanced and Fourth Readers ; Appleton's Third, Introductory Fourth, Fourth and Fifth Readers ; Swinton's Third, Fourth and Fifth Readers ;



Higginson's Young Folks' History of the United States ;  
Quackenbos' Elementary History of the United States.

Supplementary Readers.

*Language*.—Whitney's Elementary English (Knox); Hyde's Practical lessons in use of English, Parts I and II.

*Spelling*.—Metcalf's Spelling and Language Book.

*Geography*.—Swinton's Introductory and Grammar School Geographies ; Cornell's Outline Maps ; W. A. and A. K. Johnston's Grand and Imperial Maps.

*Arithmetic*.—Fish's Arithmetic, No. 2 ; Greenleaf's Intellectual Arithmetic ; Gleason's Arithmetical Cards.

*History*.—Eggleston's United States History.

*Drawing*.—Walter Smith's Manual of Drawing, Parts II and III ; Smith's Drawing Books, Nos. 4, 5, 6, 7, 8 and 9 ; Drawing models, modeling clay ; colored paper.

*Music*.—Song Garden, No. 2 ; Musical Manual for Grammar Schools.

*Writing*.—Graphic System of Writing ; Meservey's Single-entry Book-keeping.

*Stationery*.—David's Stafford's Universal and Pomeroy's Inks ; Spencerian Pens, Nos. 1, 5 and 9 ; Gillott's Pens, Nos. 351 and 404 ; Pen-holders ; Ink-wells ; Ink-well Covers ; Teachers' Ink-stands ; Blotters ; Slate Pencils ; Lead Pencils ; Spelling Slates ; Slates, 6x9 and 6½x10 ; Crayons, viz.: Waltham, New York Company's, New York Company's Enameled ; Practice Paper for Writing and Drawing ; Fools-cap and Examination Paper ; Mucilage ; Perfumed Paste ; Thermometers ; 12-inch Rulers ; Graphic Scrap Books ; Rubber Hand Stamps ; Prang's Compasses.

*Miscellaneous*.—Webster's International and National Dictionaries ; Fitz's Globes ; Joslyn's Globes ; Hooker's First Book in Physiology.

## HIGH SCHOOL.

*Mathematics.*—Franklin Written Arithmetic ; Greenleaf's Intellectual Arithmetic ; Thompson's Commercial Arithmetic ; Davies' University Algebra ; Brooks' Elementary Geometry ; Davies' Legendre ; Wentworth's Shorter Course Algebra ; Wentworth and Hill's Mathematical Problems ; Seaver and Walton's Franklin Algebra.

*Latin.*—Allen and Greenough's Grammar ; Leighton's Lessons ; Arnold's Prose Composition ; Jones' Prose Composition ; Chase and Stuart's Cæsar ; Chase and Stuart's Cicero ; Chase and Stuart's Virgil's Æneid ; Chase and Stuart's Virgil's Eclogues ; Pennell's Ancient Rome ; Easy Latin Stories ; Latin for Sight Reading ; Tetlow's Lessons ; Harkness' First Year in Latin ; Harkness' Grammar ; Leighton's History of Rome ; Kelsey's Cæsar ; Daniell's Latin Prose ; Gradatim—Ginn & Co.

*Greek.*—Harkness' First Book ; Leighton's Lessons ; Goodwin's Grammar ; Jones' Prose Composition ; Boice's Xenophon's Anabasis ; Goodwin's Xenophon's Anabasis ; Owen's Homer's Iliad ; Boice's Homer's Iliad ; Pennell's Ancient Greece ; Moss's First Reader ; Smith's Smaller History of Greece ; Keep's Iliad.

*German.*—Stern's Studien und Plaudereien, Part I ; Worman's First Book ; Worman's Second Book ; Bernhardt's (German) Grammar and Reader ; Joynes-Meissner's (German) Reader ; Herman Boisen's (German) Prose.

*Natural Science.*—Hooker's Natural History ; Dana's Geological Story ; Lockyear's Astronomy ; Rolfe and Gillett's Hand-book of Natural Philosophy ; Steele's Physics ; Eliot and Storer's Elementary Chemistry ; Walker's Physiology and Hygiene ; Tracey's Physiology ; Gray's How Plants Grow ; Houston's Physical Geography ; Avery's Elements Natural Philosophy.

*Language and Literature.*—Quackenbos' Rhetoric ; Quackenbos' First Lessons in Composition ; Gilmore's Art of Expression ; Backus' Shaw's English Literature ; Hill's Elements of Rhetoric and Composition ; Chittenden's Elements English Composition.

*Miscellaneous.*—Townsend's Civil Government ; Wayland's Political Economy, abridged ; Webster's International and National Dictionaries ; Bryant and Stratton's Common School Book-keeping ; The Triumph ; Anderson's General History ; Carhart's Commercial Law ; Sandy's Book keeping.

*Stationery.*—Same as for grammar schools, and in addition blank books for commercial department.

Drawing Models ; Modeling Clay ; Colored Paper.

#### NORMAL SCHOOL.

*Science.*—Porter's Elements of Intellectual Science ; Wayland Moral Science.

*Reading.*—Cathcart's Literary Reader.

*Music.*—The Triumph ; Jepson's First Music Book.

*Stationery.*—Same as for Grammar Schools.



INSTRUCTIONS FOR PREPARING CARDS,  
REPORTS, ETC.





# INSTRUCTIONS.

## FOR PREPARING CARDS, REPORTS, ETC.

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Records of attendance, scholarship and deportment shall be kept in all the Public Schools, in a manner prescribed by the City Superintendent, and in accordance with Article V., Section 11, of the regulations. These records shall be uniform in all schools of the same grade.

### RULES FOR KEEPING RECORDS.

*First.*—Any pupil who shall have been present five days during any term, shall be enrolled as a member of the school ; and whenever present five days during any one month, shall be considered an enrolled pupil for that month.

*Second.*—When a teacher shall have satisfactory evidence that a pupil has left school, without the intention of returning, such pupil's name shall be immediately stricken from the roll, but any absence recorded against such pupil, before the teacher receives such information, shall remain and shall be regarded as other absences.

*Third.*—When a pupil is suspended from school, by any of the rules of the Board, his or her name shall be stricken from the roll forthwith.

*Fourth.*—When a pupil has been absent from school more than five consecutive days, *for any cause*, his or her name shall be stricken from the roll at the end of five days ; the absence, however, shall be recorded while the name remains on the roll.

*Fifth.*—Regular pupils, whose names have been enrolled, but who are not present on the first day of any subsequent term during that year, shall be marked absent.

*Sixth.*—The number of enrolled pupils, for each month, shall consist of all such as are members of the school for that month, in accordance with the foregoing rules.

*Seventh.*—The average number of enrolled pupils for any month, term or year, shall be found by dividing the whole number of days of *membership* by the number of days of *school* during the month, term or year.

*Eighth.*—The average daily attendance of any class or school, for any period of time, shall be found by dividing the whole number of days the pupils have been *present* by the number of days the school has been open during such period.

*Ninth.*—The percentage of attendance shall be found by dividing the average daily attendance by the average number enrolled.

#### DEPORTMENT CARDS, ETC.

The scholarship and deportment of each pupil shall be marked on his card as follows: Excellent, good, fair, poor, very poor.

The card sent home will show the actual standing of the pupil and should also show the number of days absent and the times tardy, and whether on account of sickness or otherwise.

#### MONTHLY CERTIFICATES.

Monthly Certificates of Approbation shall be awarded to pupils in the grammar and primary schools on the following basis:

The punctuality must be 100 per cent.—no tardiness will

be excused. A pupil may be *excused* one day in each month for *sickness only*.

*Attendance.*—A pupil, if absent one day from sickness, will be marked 95 per cent.; if absent one-half day,  $97\frac{1}{2}$  per cent. Such absence does not affect his percentage for scholarship or deportment; for in such cases the sum of the credits for the month will be divided by 19 or  $19\frac{1}{2}$  instead of 20.

In scholarship and deportment the pupil must receive not less than *good* in all subjects, except writing and drawing, and in these not less than *fair*, to entitle him to a certificate.

#### YEARLY TESTIMONIALS.

At the close of each *school year*, all pupils in the High, grammar and primary schools, who have not been *tardy*, nor *absent* more than *ten* days during the *year*, and *that* on account of personal sickness, or sickness or death in family of which the pupil is a member, and whose record shall show an average of not less than *good* in all subjects, except writing and drawing, and in these not less than *fair*, for the year, shall receive testimonials for "DISTINGUISHED MERIT."

Pupils transferred from one school to another during the year will take with them a certificate of their record from the school they leave.

In estimating attendance, no absence—*except from sickness*—and no tardiness will be excused.

#### HONORARY PROMOTION AND GRADUATION.

"Every scholar who, throughout the school year, up to the date fixed for the annual examinations, shall have averaged 'Good,' shall be promoted or graduate on the certificate of the class teacher, endorsed by the school Principal, which certifi-

cate shall also certify the ability of the scholar to pursue the studies of the next higher grade.

“Provided that no scholar shall be entitled to such promotion or graduation whose average in any study shall be lower than ‘Fair,’ and—

“Provided, also, that the list of scholars thus promoted or graduating shall be submitted to and approved by the City Superintendent—

“And the certificates of such promotion and graduation shall be endorsed, or otherwise designated as ‘Honorary.’

“No scholar shall be eligible to ‘honorary graduation’ whose ‘deportment,’ separately averaged, does not average ‘good.’”

“All promotions shall be conditioned as follows :

“Any pupil who shall fail to sustain ‘Fair’ standing in the grade, upon the report of the class teacher to the school Principal, and upon the ‘advice’ of such Principal, after personal examination of the case, may, with the ‘approval’ of the City Superintendent, be reduced to his or her proper grade—a record of each case, duly attested by the several officers designated, to be kept in the school where same occurs.”

# STATISTICS.



## CENSUS, 1890.

## SCHOOL AGE, FIVE TO EIGHTEEN YEARS.

Ward.	Enumerator.	No. of Children.
First.....	Roswell Davis . . . . .	2,832
Second . . . . .	John F. Collins . . . . .	2,255
Third.....	Edwin J. Merrill.. . . .	1,450
Fourth.....	Arthur B. McManus.....	2,015
Fifth.....	James Gilsenan.....	1,587
Sixth.....	{ George Koch, Jr..... }	8,759
	{ Adolph Holzner..... }	
Seventh . . . . .	William E. Burtchael.....	2,828
Eighth . . . . .	F. N. Mandeville.....	4,919
Ninth . . . . .	Adam Kraushaar.....	1,380
Tenth. . . . .	Adam Lepert.....	4,755
Eleventh. . . . .	William G. Campbell . . . . .	3,118
Twelfth . . . . .	Timothy Faughnan. . . . .	6,911
Thirteenth.....	{ Edward Bertram..... }	8,929
	{ William Miller..... }	
Fourteenth.....	William C. King.....	1,230
Fifteenth . . . . .	Max Stadelhofer . . . . .	2,559
Total.....		55,527
Enumeration, 1889.....		51,519
Increase . . . . .		4,008



**TABLE A**  
**ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND**  
**SCHOOL FURNITURE.**

NAMES OF SCHOOL HOUSES.	Value of Sites.	Building and Furniture.	Total.
Normal and Training, (Market St.)	\$15,000	\$18,000	\$33,000
High.....	25,000	48,000	73,000
Burnet Street.....	25,000	50,000	75,000
State Street.....	10,000	19,000	29,000
Washington Street.....	15,000	40,000	55,000
Marshall Street.....	10,000	5,375	15,375
Lawrence Street.....	25,000	45,000	70,000
Commerce Street and Colored....	10,000	14,500	24,500
Lafayette Street.....	15,000	35,000	50,000
Newton Street.....	10,000	40,000	50,000
Camden Street.....	4,200	32,000	36,200
Thirteenth Avenue.....	8,500	31,000	39,500
South Tenth Street.....	6,000	21,100	27,100
Wickliffe Street.....	6,000	10,000	16,000
Summer Avenue.....	10,000	48,000	58,000
Webster Street.....	10,000	25,000	35,000
"Franklin" School.....	15,000	34,000	49,000
Elliot Street.....	5,000	20,000	25,000
Chestnut Street.....	10,000	40,000	50,000
Oliver Street.....	10,000	40,000	50,000
South Street.....	5,000	28,500	33,500
Walnut Street.....	8,000	7,000	15,000
Houston Street.....	.....	2,000	2,000
South Eighth Street.....	7,000	40,000	47,000
Roseville Avenue.....	4,800	18,000	22,800
North Seventh Street.....	3,000	3,000	6,000
South Market Street.....	8,000	30,000	38,000
Hamburg Place.....	4,900	35,000	39,900
Hawkins Street.....	5,000	31,000	36,000
Morton Street.....	7,000	45,000	52,000
Eighteenth Avenue.....	7,000	40,000	47,000
Monmouth Street.....	6,000	45,000	51,000
Miller Street.....	7,000	35,000	42,000
Elizabeth Avenue.....	2,500	2,000	4,500
Central Avenue.....	10,000	40,000	50,000
Lock Street.....	5,000	6,000	11,000
Site purchased, 1890, 7th Ward..	4,800	.....	4,800
" " " 10th Ward.	7,200	.....	7,200
	\$346,900	\$1,023,475	\$1,370,375

**TABLE B.**  
**SEATING CAPACITY.**

SCHOOL.	Grammar Depart- ment.	Primary Depart- ment.	Total.
Normal and Training—Normal Department .....	....	*86	86
Normal and Training—Primary Department .....	....	360	360
High.....	†355	†488	843
High Annex.....	....	†246	246
Burnet Street.....	416	352	768
State Street.....	....	572	572
James Street.....	....	163	163
Washington Street .....	411	260	671
Marshall Street.....	....	292	292
Lawrence Street.....	343	272	615
Commerce Street.....	....	228	228
Colored .....	....	206	206
Lafayette Street.....	278	550	828
Newton Street.....	490	412	902
South Tenth Street.....	†170	740	910
Camden Street.....	....	680	680
Thirteenth Avenue.....	....	540	540
Wickliffe Street Annex.....	....	168	168
Wickliffe Street.....	....	334	334
Summer Avenue .....	392	342	734
Webster Street.....	331	289	620
"Franklin" .....	....	462	462
Elliot Street .....	....	406	406
Chestnut Street.....	394	382	776
Oliver Street.....	478	378	856
South Street.....	....	678	678
Walnut Street.....	....	388	388
Houston Street.....	....	120	120
South Eighth Street.....	414	360	774
Roseville Avenue.....	....	360	360
North Seventh Street.....	....	288	288
South Market Street.....	285	336	621
Hamburg Place.....	†180	660	840
Hawkins Street .....	....	480	480
Clover Street.....	....	92	92
Morton Street.....	394	634	1,028

TABLE B.—Continued.

SCHOOL.	Grammar Depart- ment.	Primary Depart- ment.	Total.
Eighteenth Avenue.....	306	688	994
Monmouth Street.....	...	960	960
Miller Street.....	363	464	827
Elizabeth Avenue.....	...	120	120
Central Avenue....	384	404	788
Lock Street.....	...	236	236
Totals .....	6,029	15,656	21,685

\* Females, no Males. Not included in grand totals.

† 355 in Male department, 734 in Female; total, 1,089. Not included in grand totals.

‡ Intermediate department.

TABLE C.  
REPAIRS.

SCHOOL BUILDING.	Ordinary Repairs.	Extraor- dinary Repairs.	Whole Amount Expended.
Normal and Training.....	\$96 59	.....	\$524 14
Plumbing.....	.....	\$228 98	.....
Repairing roof and leaders....	.....	41 26	.....
Painting.....	.....	34 00	.....
Flagging .....	.....	123 31	.....
High .....	118 87	.....	579 37
Book cases .....	.....	350 00	.....
New water supply.....	.....	120 50	.....
High Annex.....	45 81	.....	45 81
Burnet Street.....	303 31	.....	1,083 22
Altering class room.....	.....	350 00	.....
Line fence.....	.....	70 00	.....
Mason work.....	.....	53 62	.....
Repairing roof.....	.....	59 15	.....
Plumbing .....	.....	48 14	.....
Painting.....	.....	199 00	.....
Eagles Street.....	6 00	.....	6 00
State Street.....	69 80	.....	232 07
Repairing roof and leaders .....	.....	61 27	.....
Painting.....	.....	33 00	.....
Line fence.....	.....	68 00	.....
Washington Street.....	144 25	.....	433 00
Plumbing.....	.....	94 95	.....
Painting .....	.....	124 00	.....
Gas fitting.....	.....	69 80	.....
Marshall Street.....	62 70	.....	204 90
Flagging .....	.....	87 20	.....
Book case .....	.....	55 00	.....
Lawrence Street.....	158 40	.....	841 81
Plumbing.....	.....	205 86	.....
Line fence .....	.....	175 00	.....
Flagging .....	.....	183 55	.....
Painting.....	.....	119 00	.....
Commerce Street .....	48 93	.....	300 38
New tin roof.....	.....	191 44	.....
Painting roof .....	.....	35 00	.....
Mason work.....	.....	25 01	.....
Colored.....	51 47	.....	51 47

TABLE C—Continued.

SCHOOL BUILDING.	Ordinary Repairs.	Extraor- dinary Repairs.	Whole Amount Expended.
Lafayette Street.....	\$177 89	.....	\$830 39
Painting.....	.....	\$296 00	.....
Plumbing.....	.....	227 50	.....
Board ceiling.....	.....	79 00	.....
Skylight.....	.....	50 00	.....
Newton Street.....	205 63	.....	598 27
Plumbing and sewer work.....	.....	150 44	.....
Painting roof.....	.....	52 00	.....
Book cases.....	.....	60 00	.....
Board ceiling.....	.....	50 00	.....
Mason work.....	.....	48 19	.....
Ventilating water closet.....	.....	32 01	.....
South Tenth Street.....	216 21	.....	766 72
Painting.....	.....	85 03	.....
Nutman block pavement.....	.....	226 90	.....
Mason work.....	.....	77 80	.....
Book cases.....	.....	50 00	.....
Storm shed.....	.....	30 00	.....
Plumbing.....	.....	80 78	.....
Camden Street.....	73 06	.....	284 53
Painting.....	.....	57 00	.....
Plumbing.....	.....	129 47	.....
Book case.....	.....	25 00	.....
Thirteenth Avenue.....	58 42	.....	118 42
Painting courts.....	.....	60 00	.....
Wickliffe Street Annex.....	10 25	.....	87 82
Mason work.....	.....	77 57	.....
Wickliffe Street.....	172 17	.....	392 81
Tin roof.....	.....	185 64	.....
Painting.....	.....	35 00	.....
Summer Avenue.....	96 29	.....	181 94
Plumbing.....	.....	70 95	.....
Flagging.....	.....	14 70	.....
Webster Street.....	103 66	.....	204 53
Board ceiling.....	.....	39 00	.....
Flagging.....	.....	21 87	.....
Mason work.....	.....	20 00	.....
Book case.....	.....	20 00	.....
"Franklin".....	49 60	.....	49 60
Elliot Street.....	125 42	.....	125 42
Chestnut Street.....	158 07	.....	401 24
Painting.....	.....	89 00	.....
Mason work.....	.....	23 37	.....
Repairing roof.....	.....	45 60	.....

TABLE C--Continued

SCHOOL BUILDING.	Ordinary Repairs.	Extraor- dinary Repairs.	Whole Amount Expended.
Line fence.....	.....	\$40 00	.....
Plumbing.....	.....	45 20	.....
Oliver Street.....	\$130 15	.....	\$209 15
Painting.....	.....	79 00	.....
South Street.....	203 24	.....	506 63
Painting.....	.....	216 00	.....
Flagging.....	.....	20 69	.....
Mason work.....	.....	20 83	.....
Plumbing.....	.....	45 87	.....
Walnut Street.....	108 87	.....	426 12
New water supply.....	.....	88 00	.....
Line fence.....	.....	140 00	.....
Plumbing.....	.....	59 25	.....
Painting.....	.....	30 00	.....
Houston Street.....	29 21	.....	29 21
South Eighth Street.....	137 73	.....	257 10
Plumbing.....	.....	53 21	.....
Ventilating water closet.....	.....	32 45	.....
Flagging.....	.....	33 71	.....
Roseville Avenue.....	34 16	.....	108 33
New floors.....	.....	40 00	.....
Plumbing.....	.....	34 17	.....
North Seventh Street.....	61 43	.....	253 61
Painting.....	.....	124 00	.....
Repairing roof.....	.....	68 18	.....
South Market Street.....	222 68	.....	1,241 16
Nutman block pavement.....	.....	237 60	.....
Flagging.....	.....	417 38	.....
New sashes.....	.....	40 00	.....
Line fence.....	.....	90 00	.....
Board ceiling.....	.....	85 00	.....
Plumbing.....	.....	95 75	.....
Painting.....	.....	27 00	.....
Mason work.....	.....	25 75	.....
Hamburg Place.....	188 77	.....	429 03
Painting.....	.....	49 00	.....
Skylight.....	.....	175 00	.....
Flagging.....	.....	16 26	.....
Hawkins Street.....	45 82	.....	151 52
Painting courts.....	.....	50 00	.....
Mason work.....	.....	55 70	.....
Morton Street.....	126 16	.....	891 17
Plumbing.....	.....	167 01	.....
Board ceiling.....	.....	135 00	.....

TABLE C—Continued.

SCHOOL BUILDING.	Ordinary Repairs.	Extraor- dinary Repairs.	Whole Amount Expended.
Painting.....	.....	\$463 00	.....
Eighteenth Avenue.....	\$86 03	.....	\$364 17
Board ceiling.....	.....	83 00	.....
Mason work.....	.....	35 14	.....
Painting.....	.....	70 00	.....
Line fence.....	.....	90 00	.....
Eighteenth Avenue Annex.....	2 80	.....	2 80
Monmouth Street.....	59 77	.....	126 38
Stair railing.....	.....	28 75	.....
Plumbing.....	.....	37 86	.....
Miller Street.....	136 73	.....	296 17
Mason work.....	.....	48 91	.....
Altering teachers' room.....	.....	50 00	.....
Plumbing.....	.....	39 91	.....
Painting.....	.....	20 62	.....
Central Avenue.....	112 83	.....	112 83
Lock Street.....	22 99	.....	180 32
Line fence.....	.....	100 00	.....
Mason work.....	.....	57 33	.....
Evening Drawing.....	89 54	.....	89 54



**TABLE D.**  
**FURNITURE AND SUPPLIES.**

SCHOOL BUILDING.	Ordinary Supplies.	Furniture and Wall Slates.	Whole Amount Expended.
Normal and Training.....	\$201 60	.....	\$611 00
New furniture.....	.....	\$409 40	.....
High.....	67 45	.....	67 45
High Annex.....	12 05	.....	12 05
Burnet Street.....	153 09	.....	293 09
New furniture.....	.....	140 00	.....
Eagles Street.....	8 00	.....	8 00
State Street.....	44 15	.....	44 15
James Street.....	12 42	.....	12 42
Washington Street.....	67 40	.....	497 65
New furniture.....	.....	430 25	.....
Marshall Street.....	30 50	.....	30 50
Lawrence Street.....	711 75	.....	928 45
New furniture.....	.....	130 00	.....
Wall slates.....	.....	86 70	.....
Commerce Street.....	19 08	.....	19 08
Colored.....	50 51	.....	50 51
Lafayette Street.....	147 50	.....	427 90
New furniture.....	.....	280 40	.....
Newton Street.....	102 47	.....	359 47
New furniture.....	.....	257 00	.....
South Tenth Street.....	82 87	.....	82 87
Camden Street.....	58 74	.....	58 74
Wickliffe Street Annex.....	39 41	.....	39 41
Wickliffe Street.....	132 21	.....	530 06
New furniture.....	.....	397 85	.....
Summer Avenue.....	32 37	.....	32 37
Webster Street.....	95 91	.....	296 91
New furniture.....	.....	201 00	.....
Franklin.....	74 15	.....	74 15
Elliot Street.....	276 67	.....	319 41
Wall slates.....	.....	42 74	.....
Chestnut Street.....	106 83	.....	252 83
New furniture.....	.....	146 00	.....
Oliver Street.....	74 96	.....	214 96
New furniture.....	.....	140 00	.....
South Street.....	59 25	.....	59 25
Walnut Street.....	43 34	.....	43 34
Houston Street.....	31 96	.....	31 96
South Eighth Street.....	89 43	.....	89 43

TABLE D—Continued.

SCHOOL BUILDING.	Ordinary Supplies.	Furniture and Wall Slates.	Whole Amount Expended.
Roseville Avenue.....	\$47 58	.....	\$47 58
North Seventh Street.....	39 93	.....	39 93
South Market Street .....	97 49	.....	387 89
New furniture.....	.....	\$290 40	.....
Hamburg Place ... ..	44 73	.....	71 79
Wall slates.....	.....	27 06	.....
Hawkins Street.....	36 20	.....	36 20
Clover Street.....	19 66	.....	19 66
Morton Street.....	101 11	.....	355 11
New furniture .....	.....	254 00	.....
Eighteenth Avenue. ....	99 51	.....	288 31
New furniture.....	.....	188 80	.....
Eighteenth Avenue Annex.....	10 50	.....	10 50
Monmouth Street.....	113 22	.....	113 22
Miller Street.....	259 24	.....	259 24
Central Avenue. . . . .	151 02	.....	151 02
Lock Street... ..	10 13	.....	10 13
Newton Street Evening.....	6 75	.....	6 75
Webster Street Evening.....	65	.....	65
South Market Street Evening...	40	.....	40
Morton Street Evening.....	2 18	.....	2 18
Evening Drawing.....	22 70	.....	22 70





TABLE E--Continued.

SCHOOL BUILDING.	Heating Apparatus.		Fuel.				
	Ordinary Expenditures.	Extraordinary Expenditures.	Total.	Tons of Coal.	Cost.	Cost of Wood.	Total.
Eighteenth Avenue .....	\$33 45	55 15	\$88 60	55	\$240 50	....	\$240 50
Eighteenth Avenue Annex.....	3 50	....	3 50	..	.....	....	.....
Monmouth Street.....	20 03	115 54	135 57	75	332 50	\$3 88	336 38
Miller Street.....	52 22	62 23	114 45	45	200 75	....	200 75
Central Avenue.....	30 08	105 60	135 68	47	208 70	....	208 70
Lock Street.....	13 70	....	13 70	30	135 50	1 94	137 44
Evening Drawing .....	10 27	....	10 27	4 <sup>1</sup> / <sub>2</sub>	21 31	40	21 71

TABLE F.

Showing Average Enrollment, Salaries, Cost of School Books, other Ordinary Expenses, Total Ordinary Expenses, Extraordinary Expenses, Total Current Expenses, Cost of Books per Pupil, and Annual Cost per Pupil.

SCHOOLS.	Average Enrollment.	Salaries of Teachers.	School Books, Stationery and Printing.	Ordinary Expenses, Repairs, Fuel, Heating, Janitors, Rent, etc.	Total Ordinary Expenses.	Extraordinary Expenses for Furniture and Wall Slates; Heating Repairs.	Total Current Expenses.	Cost of Books per Pupil.	Annual Cost per Pupil.
Normal and Training—									
Normal Department.....	79	\$3,578 44	\$324 92	\$253 40	\$4,156 76	\$119 56	\$4,276 32	\$4 11	\$52 62
Training Department.....	348	5,149 86	295 10	931 10	6,376 06	717 39	7,093 45	85	18 32
High.....	637	26,816 47	2,017 44	1,405 78	30,239 69	470 50	30,710 19	3 17	47 47
High Annex.....	161	4,180 37	22 34	1,329 69	5,532 40	.....	5,532 40	14	34 36
Burnet Street Grammar.....	358	7,007 92	315 23	882 81	8,205 96	158 04	8,364 00	88	22 22
Burnet Street Primary.....	328	4,624 19	137 26	662 00	5,423 45	948 24	6,371 69	42	16 33
Eagles Street Primary.....	45	441 19	13 56	116 30	570 85	.....	570 85	30	12 09
State Street Primary.....	487	6,825 37	177 24	1,006 43	8,009 04	162 27	8,171 31	36	16 45
James Street Industrial.....	137	1,897 36	47 52	531 27	2,476 15	.....	2,476 15	35	18 07
Washington Street Grammar.....	311	7,655 38	490 41	967 45	9,113 24	555 53	9,668 77	1	58
Washington Street Primary.....	208	2,898 25	172 97	407 07	3,478 29	246 90	3,725 19	83	29 30
Marshall Street Primary.....	229	3,377 82	130 58	626 48	4,134 94	142 20	4,277 14	57	18 06
Lawrence Street Grammar.....	281	5,237 08	311 70	987 56	6,536 28	450 06	6,986 34	1	11
Lawrence Street Primary.....	210	4,041 94	210 27	936 92	5,189 13	450 05	5,639 18	1	23 26
Commerce Street Primary.....	208	3,445 49	29 61	692 04	4,167 14	251 45	4,418 59	14	20 03
Colored.....	167	3,177 44	221 93	477 56	3,876 93	.....	3,876 93	13	23 22
Lafayette Street Grammar.....	231	4,411 62	437 21	517 54	5,366 37	310 97	5,677 34	1	23 23
Lafayette Street Primary.....	470	7,696 62	276 06	1,934 97	9,007 65	621 93	9,629 58	59	19 17
Newton Street Grammar.....	436	7,595 23	393 34	909 57	8,898 14	382 14	9,280 28	90	20 41
Newton Street Primary.....	391	5,865 92	122 34	636 60	6,624 86	267 50	6,892 36	31	16 04
South Tenth St. Intermediate.....	117	2,530 53	250 10	267 91	3,048 54	158 41	3,206 95	2	26 06
South Tenth Street Primary.....	622	8,062 23	242 30	1,071 59	9,376 12	633 65	10,009 77	39	15 07
Camden Street Primary.....	632	8,270 87	402 78	1,283 35	9,957 00	211 47	10,168 47	64	15 75
Thirteenth Avenue Primary.....	518	5,832 60	331 06	984 44	7,148 10	60 00	7,208 10	64	13 80



Wickliffe St. (Annex) Primary.....	120	1,675 55	36 43	654 25	2,366 23	77 57	2,443 80	30	19 72
Wickliffe Street Primary.....	296	4,364 29	219 12	948 70	5,532 11	618 49	6,150 60	74	18 69
Summer Avenue Grammar.....	47	7,781 02	398 02	908 93	9,087 97	71 45	9,150 42	98	22 33
Summer Avenue Primary.....	275	3,647 20	202 09	505 00	4,354 29	39 70	4,393 99	73	15 83
Webster Street Grammar.....	262	4,181 46	623 39	508 27	5,313 12	150 94	5,464 06	2	20 28
Webster Street Primary.....	284	5,744 34	114 81	618 51	6,477 66	150 93	6,628 59	40	22 81
"Franklin" Primary.....	434	5,949 25	418 47	1,091 84	7,459 56	320 18	7,779 74	96	17 19
Elliot Street Primary.....	267	4,446 87	272 53	1,036 50	5,755 90	1,469 69	7,225 59	1	21 56
Chestnut Street Grammar.....	286	7,977 99	401 52	743 09	9,122 60	181 61	9,330 16	1	31 90
Chestnut Street Primary.....	404	4,816 75	179 00	610 83	5,607 18	131 40	5,788 79	63	19 74
Oliver Street Grammar.....	305	7,790 34	519 37	779 71	9,089 42	87 60	9,220 82	1	29 50
Oliver Street Primary.....	401	4,316 84	237 87	519 80	5,074 51	378 99	5,162 11	78	16 61
South Street Primary.....	369	6,721 71	311 08	1,200 02	8,232 81	375 71	8,611 80	78	20 53
Walnut Street Primary.....	118	5,912 87	174 30	943 81	7,030 98	47 16	1,863 18	33	15 39
Houston Street Primary.....	351	1,304 66	39 11	472 25	1,816 02	152 01	8,398 30	1	26 26
South Eighth St. Grammar.....	352	7,031 47	442 46	772 36	8,246 29	114 00	4,772 74	43	13 24
South Eighth St. Primary.....	335	3,926 70	152 87	579 17	4,658 74	74 17	5,400 87	40	15 90
Roseville Avenue Primary.....	163	4,424 64	133 27	768 79	5,326 70	192 18	3,812 17	1	18 22
North Seventh Street Primary.....	215	2,840 03	191 73	618 23	3,049 99	697 35	7,077 07	51	13 64
South Market St. Grammar.....	376	5,312 06	405 96	661 70	6,379 72	697 36	5,826 37	1	50 22
South Market Street Primary.....	651	4,276 61	190 71	661 69	5,129 01	93 82	3,047 17	1	50 22
Hamburg Place Intermediate.....	251	2,484 10	197 70	271 55	2,953 35	344 01	9,225 19	49	13 64
Hawkins Street Primary.....	94	7,562 67	323 01	995 50	8,881 18	134 42	5,065 22	1	13 46
Clover Street Industrial.....	321	3,795 84	272 60	862 36	4,930 80	.....	1,265 42	39	13 46
Morton Street Grammar.....	641	1,694 86	36 95	133 61	1,265 42	375 42	7,395 37	1	72 21
Morton Street Primary.....	197	5,905 72	553 26	560 97	7,019 95	643 59	9,976 99	35	14 56
Eighteenth Avenue Grammar.....	639	8,146 91	224 89	961 00	9,333 40	153 50	5,811 76	4	01 28
Eighteenth Avenue Primary.....	110	4,489 49	789 51	379 20	5,638 20	368 53	9,521 69	37	14 32
Eighteenth Ave. (Annex) Primary..	776	8,009 19	233 97	910 00	9,153 16	.....	868 89	1	7 90
Monmouth Street Primary.....	239	570 91	1 18	296 80	868 89	.....	12,022 92	44	15 26
Miller Street Grammar.....	455	10 204 65	344 43	1,291 69	11,840 77	182 15	7,048 83	2	66 12
Miller Street Primary.....	321	5,660 54	706 87	592 75	6,960 16	88 67	6,594 93	50	14 20
Central Avenue Grammar.....	391	5,396 64	227 48	837 81	6,461 93	133 00	6,747 17	1	23 20
Central Avenue Primary.....	213	5,673 55	394 93	625 80	6,604 37	52 80	6,019 13	1	17 15
Lock Street Primary.....	65	4,833 84	458 61	673 88	5,960 33	157 33	3,568 88	44	16 02
Advanced Evening.....	289	2,690 11	92 89	628 55	3,411 55	.....	703 31	3	49 10
Lafayette Street Evening.....	289	400 50	227 15	75 66	703 31	.....	2,380 21	43	8 24
		1,949 00	123 95	307 26	2,380 21	.....			



# TABLE F—Continued.

SCHOOLS.	Average Enrollment.	Salaries of Teachers.	School Books, Stationery and Printing.	Ordinary Expenses, Repairs, Janitors, Rent, etc.	Total Ordinary Expenses.	Extraordinary Expenses for Furniture and Wall States; Heating Repairs.	Total Current Expenses.	Cost of Books per Pupil.	Annual Cost per Pupil.
Newton Street Evening.....	216	\$1,546 37	\$43 69	\$229 74	\$1,819 80	.....	\$1,819 80	\$0 20	\$8 43
Webster Street Evening.....	215	1,477 76	82 68	231 37	1,791 81	.....	1,791 81	38	8 33
South Market Street Evening.....	336	1,949 00	122 12	291 96	2,363 10	.....	2,363 10	36	7 03
Morton Street Evening.....	309	2,031 04	53 20	341 11	2,425 35	.....	2,425 35	17	7 85
Central Avenue Evening.....	215	1,434 63	50 16	178 60	1,663 39	.....	1,663 39	23	7 74
Evening Drawing.....	329	1,647 25	44 76	1,223 78	2,915 79	.....	2,915 79	14	8 86
Newton Street Summer.....	453	449 06	8 48	27 00	484 54	.....	484 54	2	1 07
Wickliffe Street Summer.....	169	194 05	4 42	12 00	210 47	.....	210 47	3	1 25
Webster Street Summer.....	185	151 19	7 00	9 00	167 19	.....	167 19	4	90
South Street Summer.....	153	144 06	15 65	9 00	168 71	.....	168 71	10	1 10
Hamburg Place Summer.....	413	304 49	3 48	21 00	388 97	.....	383 97	1	94
Morton Street Summer.....	529	536 93	7 14	33 00	577 07	.....	577 07	1	1 09

Annual cost per pupil in Normal and Training School, Normal Department, \$52 62; in High School, \$47.47; in High School Annex, \$34.36; in Grammar Schools, \$24.18; in Intermediate Schools, \$24.10; in Primary Schools, \$16.57; in Industrial Schools, \$16.20; in Colored School, \$23 22; in the Day Schools, \$18.64; in the Evening Schools, \$8 14; in the Summer Schools, \$1.05.

TABLE G.

NAME AND GRADE OF SCHOOL.	No. of male teachers.		No. of female pupils.		Whole number of pupils.	Average number of regis- tered pupils.	Average daily attendance for year.	No. of months school has been kept open during year.	No. of children bet 5 and 18 years of age en- rolled during year.	No. who have attended 10 months or more during year.	No. who have attended 8 months, but less than 10.	No. who have attended 6 months, but less than 8.	No. who have attended 4 months, but less than 6.	No. who have attended less than 4 months.	No. who have been pre- sent every school day during year.	No. who have not been absent or tardy during year.	No. of cases of tardiness during year.	No. of different classes in school.	No. suspended or ex- pelled during year.	No. of visits by City Superintendent.	No. of visits by Commis- sioners.
	No. of male teachers.	No. of female pupils.	No. of female pupils.	No. of male pupils.																	
Normal and Training— Normal Department.....	1	2	.....	85	85	79	72	10	*28	3	5	64	11	2	3	3	30	2	.....	83	24
High.....	8	12	361	379	740	637	581	10	704	60	460	71	42	107	55	47	217	16	2	53	23
High Annex.....	5	.....	.....	163	168	161	145	10	167	18	90	19	14	27	8	8	54	4	.....	23	12
Total in High School.....	8	17	361	547	938	798	726	10	†871	78	550	90	56	134	63	55	271	20	2	76	35
GRAMMAR SCHOOLS.																					
Burnet Street.....	1	8	179	223	402	358	337	10	402	26	272	43	22	39	22	22	8	8	8	25	17
Washington Street.....	1	10	171	217	388	311	281	10	388	42	251	49	24	57	7	7	44	10	3	26	42
Lafayette Street.....	1	7	155	171	326	281	256	10	326	22	184	46	25	49	13	13	57	7	5	32	28
Lafayette Street.....	1	5	112	166	278	231	209	10	278	20	89	48	22	49	11	11	47	5	.....	14	12
Newton Street.....	1	10	270	252	522	436	405	10	522	29	306	67	37	83	37	32	31	10	3	23	10
Summer Avenue.....	1	9	203	271	474	407	376	10	474	16	284	36	36	59	16	15	11	9	.....	13	12
Webster Street.....	1	5	134	174	368	262	240	10	368	26	155	58	26	43	6	6	43	5	2	23	6
Chestnut Street.....	1	9	176	184	360	286	260	10	360	13	210	51	41	45	13	11	36	9	.....	25	6
Oliver Street.....	1	9	230	247	483	404	360	10	483	22	245	84	58	81	17	17	9	.....	12	.....	9
South Eighth Street.....	1	8	215	203	418	351	320	10	418	17	236	63	28	74	17	17	105	6	1	11	14
South Market Street.....	1	6	142	121	263	215	196	10	263	143	33	29	29	29	11	10	96	6	1	9	2
Morton Street.....	2	5	195	181	376	321	296	10	376	17	229	40	27	63	17	16	17	7	3	22	36
Eighteenth Avenue.....	1	5	115	127	242	197	179	10	242	6	120	34	30	52	6	6	14	5	1	13	18
Miller Street.....	1	6	140	139	219	239	213	10	279	11	149	64	12	43	11	10	94	6	4	10	50
Central Avenue.....	1	7	174	207	381	321	290	10	381	20	204	56	41	60	20	20	171	7	1	13	3
Total in Grammar Schools.	16	110	2,617	2,883	5,500	4,620	4,227	10	5,500	445	2,967	811	451	826	224	213	783	111	28	280	262
So. Tenth St. Intermediate. Hamburg Place	1	3	69	72	141	117	109	10	141	10	76	23	15	17	10	10	9	3	.....	12	6
"	1	3	76	93	169	132	120	10	109	21	72	20	23	33	4	4	3	3	.....	4	25
Total in Grammar Grades.	18	116	2,762	3,048	5,810	4,869	4,456	10	5,810	476	3,115	854	489	876	238	222	795	117	28	296	293

TABLE G--Continued.

NAME AND GRADE OF SCHOOL.	PRIMARY SCHOOLS.																					
	No. of male teachers.	No. of female teachers.	No. of male pupils.	No. of female pupils.	Whole No. of pupils.	Average number of reg- istered pupils.	Average daily attend- ance for year.	No. of months school has been kept open during year.	No. of children bet. 5 and 18 years of age enrolled during year.	No. who have attended 10 months or more during year.	No. who have attended 8 months, but less than 10	No. who have attended 6 months, but less than 8	No. who have attended 4 months, but less than 6.	No. who have attended less than 4 months.	No. who have been present every school day during year.	No. who have not been absent or tardy dur- ing year.	No. of cases of tardi- ness during year.	No. of different classes in school.	No. suspended or ex- pelled during year.	No. of visits by City Superintendent.	No. of visits by Com- missioners.	
PRIMARY SCHOOLS.																						
Normal and Training—																						
Training Department.....	6	6	236	270	506	348	307	10	506	10	195	70	48	183	10	10	278	6	6	83	24	24
Burnet Street.....	6	6	204	207	411	328	300	10	411	6	223	61	44	77	6	6	9	6	5	25	17	17
Eagles Street.....	1	1	30	27	57	45	41	10	57	60	196	71	12	13	9	9	16	10	2	8	5	5
State Street.....	11	11	267	287	554	487	418	10	554	3	121	55	31	48	6	6	47	10	5	26	34	27
Washington Street.....	4	4	137	121	258	208	184	10	258	6	119	56	53	112	6	6	82	5	4	8	37	34
Marshall Street.....	5	5	174	172	346	229	216	10	346	1	125	44	35	72	1	1	44	5	32	28	28	28
Lawrence Street.....	5	5	139	138	277	210	185	10	277	1	93	64	42	101	11	11	58	5	1	12	21	10
Commerce Street.....	5	5	164	137	301	268	171	10	301	1	253	112	80	178	11	11	52	10	1	14	12	10
Lafayette Street.....	10	10	324	325	649	470	410	10	649	26	228	81	58	143	4	4	42	7	2	23	10	10
Newton Street.....	7	7	247	267	514	391	349	10	514	4	372	153	103	184	4	4	40	12	1	12	9	9
South Tenth Street.....	12	12	409	407	816	622	516	10	816	4	371	142	92	213	10	10	20	1	12	15	7	7
Camden Street.....	1	1	438	390	828	632	559	10	828	11	320	121	68	141	11	11	20	1	12	15	8	8
Thirteenth Avenue.....	3	3	329	332	661	518	456	10	661	8	156	68	55	119	8	8	484	2	2	10	2	2
Wickliffe Street Annex.....	7	7	210	196	406	296	255	10	406	3	149	90	45	73	3	3	3	5	4	17	23	10
Wickliffe Street.....	5	5	197	163	360	275	240	10	360	10	136	77	41	107	4	4	80	7	23	12	6	6
Summer Avenue.....	7	7	189	188	377	284	245	10	377	16	173	143	100	173	8	8	77	8	10	12	10	10
"Franklin".....	1	1	303	294	597	434	369	10	597	8	165	46	37	63	4	4	199	6	7	5	2	2
Elliot Street.....	7	7	173	157	330	267	231	10	330	19	155	46	37	63	4	4	38	7	25	6	6	6
Chestnut Street.....	7	7	197	194	391	284	260	10	391	5	159	75	46	106	5	5	38	7	25	6	6	6
Oliver Street.....	6	6	268	223	491	305	259	10	491	3	156	80	56	136	3	3	17	6	12	6	6	6
South Street.....	1	1	274	300	574	401	342	10	574	2	192	101	79	200	2	2	80	1	5	13	8	8
Walnut Street.....	2	2	248	233	481	369	320	10	481	21	180	101	67	112	5	5	145	8	3	6	19	19
Houston Street.....	2	2	88	68	156	118	106	10	156	4	68	23	20	39	3	3	31	2	2	3	3	3
South Eighth Street.....	6	6	271	218	489	352	298	10	489	4	155	117	61	152	4	4	3	363	6	11	14	14
Roseville Avenue.....	7	7	167	248	415	335	293	10	415	7	183	95	56	94	3	3	6	107	6	7	9	9
North Seventh Street.....	4	4	127	217	344	163	138	10	344	3	64	53	27	97	3	3	1	212	4	4	9	9
South Market Street.....	6	6	252	256	508	376	322	10	508	175	318	131	115	210	17	17	5	11	4	9	3	3
Hamburg Place.....	11	11	419	433	852	651	575	10	852	78	436	59	41	105	4	4	248	6	1	9	3	3
Hawkins Street.....	5	5	203	142	345	251	222	10	345	4	328	147	103	175	13	13	244	5	7	4	25	25
Morton Street.....	12	12	386	442	828	641	560	10	828	75	333	168	93	219	7	7	12	12	22	7	36	36
Eighteenth Avenue.....	12	12	378	462	840	639	568	10	840	7	333	168	93	219	7	7	12	12	22	7	36	36
Eighteenth Avenue Annex.....	2	2	204	226	430	310	268	10	430	9	102	62	35	87	1	1	13	2	5	8	8	8
Monmouth Street.....	1	1	519	526	1045	776	683	10	1045	17	484	165	110	269	16	16	26	15	3	13	35	35
Miller Street.....	3	3	322	287	609	455	394	10	609	19	249	107	71	163	19	7	334	9	2	19	50	50
Central Avenue.....	8	8	260	241	501	391	338	10	501	19	219	108	56	118	3	3	204	8	1	13	3	3
Lock Street.....	4	4	167	152	319	213	183	10	319	3	88	64	55	109	3	3	188	4	4	4	3	3

TABLE G--Continued.

NAME AND GRADE OF SCHOOL.		No. of male teachers.	No. of female teachers.	No. of male pupils.	No. of female pupils.	Whole No. of pupils.	Average number of reg- istered pupils.	Average daily attend- ance for year.	No. of months school has been kept open during year.	No. of children bet 5 and 18 years of age enrolled during year.	No who have attended 10 months or more during year.	No. who have attended 8 months, but less than 10.	No who have attended 6 months, but less than 8.	No who have attended 4 months, but less than 6	No. who have attended less than 4 months.	No who have been present every school day during year.	No. who have not been absent or tardy dur- ing year.	No. of cases of tardiness during year.	No. of different classes in school.	No. suspended or ex- pelled during year.	No. of visits by City Superintendent.	No. of visits by Com- missioners.	
James Street Industrial.....	.....	3	122	119	241	137	108	10	241	13	13	33	35	34	126	.....	.....	.....	271	4	.....	5	7
Clover Street Industrial.....	.....	2	62	73	135	94	84	10	135	1	52	22	20	40	.....	.....	.....	9	2	.....	9	12	
Total in Primary Grades.		5	269	9,178	8,922	18,100	13,433	11,707	10	18,100	633	6,976	3,234	2,307	4,950	219	185	4,311	265	58	556	577	
Colored.....	.....	1	3	120	114	234	167	134	10	234	65	40	35	33	61	14	3	650	8	2	7	11	
Total in Day Schools.....		33	407	12,421	12,716	25,137	19,346	17,095	10	25,043	1,255	10,686	4,277	2,896	6,023	537	473	6,057	412	90	1018	940	
EVENING SCHOOLS.																							
Lafayette Street.....	.....	3	7	370	94	464	289	223	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	6	3	4
Newton Street.....	.....	5	3	282	51	333	216	177	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	.....	4	6
Webster Street.....	.....	4	5	249	105	354	215	154	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	.....	2	6
South Market Street.....	.....	5	6	383	122	505	336	256	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	3	3	4
Morton Street.....	.....	4	8	388	100	488	309	216	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	11	6	6	9
Central Avenue.....	.....	6	3	280	111	391	215	166	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	13	2	2
Evening Drawing.....	.....	6	.....	612	.....	612	329	267	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	.....	10	3
Total in Evening Schools.		33	32	2,564	581	3,147	1,909	1,459	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	62	28	30	34

\* In Normal and Training School, Normal Department, over 18, 57. † In High School over 18, 37. ‡ In Day Schools over 18, 94.



## RULES.





# RULES

## OF THE

### BOARD OF EDUCATION.

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#### ORGANIZATION.

1. The Board of Education shall meet on the Wednesday next succeeding the first Tuesday after the first day of January, in each year, for the purpose of organization, at which time a President, Secretary, Assistant Secretary, City Superintendent and Superintendent of Erection and Repairs of School Houses shall be elected for the ensuing year ; but should no election of officers take place at that meeting, said election shall be in order at any meeting convened thereafter.

#### MEETINGS.

2. Regular monthly meetings of the Board shall be held on the last Friday of each month. The hour of meeting shall be eight o'clock p. m. during the year. At the hour appointed, the roll shall be called, and the names of the members then present recorded by the Secretary. The names of other members shall be recorded as they may afterwards appear. As soon as a quorum shall be present, the Board shall proceed to business, and, after the organization, no member shall retire without the permission of the Chair.

3. A quorum shall consist of a number of Commissioners greater by one than the number of wards in the city, and no resolution or order shall be adopted unless with the consent of a like number, but a less number may adjourn from time to time.

4. Special meetings may be called by the President when he shall deem it expedient; and shall be called by him (or in his absence or illness, by the Secretary), when requested in writing by five members.

#### DUTIES OF PRESIDENT.

5. The President, or in his absence, a President *pro tem.*, shall preside at the meetings of the Board; shall preserve order and decorum; may speak to points of order, and decide all questions of order, subject to an appeal to the Board on motion of any member, regularly seconded; and no other business shall be in order until the appeal shall have been decided. He may express his opinion on any subject under debate, but in such case he shall leave the chair and not resume it while the question is pending; but he may state facts, give his opinion on questions of order, or explain his vote, without leaving his seat. He shall appoint all committees and be *ex-officio* a member of the same. He shall also be the executive officer of the Board, and, as such, effect insurance, sign contracts and leases, and perform such other duties as the Board may prescribe.

#### DUTIES OF SECRETARY.

6. The Secretary shall give notice of all meetings of the Board, attend them and keep full minutes of the

proceedings ; notify the chairman of every special committee, stating the duties assigned and the names of his associates ; keep a full account of all moneys received and expended, and a separate and detailed account with each school, and draw warrants for all payments ordered by the Board ; prepare, monthly, a schedule of the names of the officers, teachers and janitors in the schools, and the amount of salary due to each ; also, quarterly, of the names of the persons to whom rent is due, and the amount due to each, and transmit the same to the City Auditor of Accounts. He shall receive and compile the returns of the enumerators of the several wards of the city, and transmit the same to the County Superintendent of public schools of Essex County ; under the direction and rules of the Board and of the several committees, order all supplies for the schools, and keep a duplicate of his orders, and have charge of the supplies in stock ; have the custody of the records, books and papers of the Board. He shall keep his office open daily from 8 a. m. until 5 p. m. (excepting Saturdays, when the offices of the Board shall be closed at 12 m.), and perform such other duties as may be required by law or by the Board, and his compensation shall be as the Board may prescribe.

#### DUTIES OF ASSISTANT SECRETARY.

7. The Assistant Secretary shall assist in the office of the Secretary, under his direction ; in the absence of the Secretary, perform the duties of that officer and render such other services as the Board may require ; and his compensation shall be as the Board may prescribe.

## DUTIES OF CITY SUPERINTENDENT.

8. The City Superintendent shall have general supervision of the schools, and visit them as regularly and frequently as possible ; with the Committee on Course of Study and Examinations, have the general direction and control of the examinations and see that the regulations of the Board, in relation to the schools, are carried into effect. He shall receive the reports of the principals ; keep full and accurate statistics of the schools in a suitable book ; report to the Board, monthly, the condition of the schools, with his suggestions thereon, and make the annual report to the Board required by law. He shall devote his whole time to the discharge of his official duties, and his compensation shall be such as the Board may prescribe.

## DUTIES OF SUPERINTENDENT OF ERECTION AND REPAIRS.

9. The Superintendent of Erection and Repairs shall supervise the erection, heating, ventilation and repairs of school houses, under the direction of the committees having charge of the same, and personally execute such repairs as he may be required by the committee to make. He shall perform such other duties as the Board or the committee named may require ; attend the meetings of the Committee on Accounts, to explain bills coming under his supervision ; report daily at the office of the Board, and remain there when not elsewhere employed. His compensation shall be as the Board may prescribe.

## STANDING COMMITTEES.

10. The standing committees for the year shall be as follows :

1. Committee on Finance, seven members.
2. Committee on Accounts, three members.
3. Committee on School Houses, seven members.
4. Committee on Repairs, five members.
5. Committee on Heating, five members.
6. Committee on Teachers, seven members.
7. Committee on Normal and Training School, five members.
8. Committee on High School, five members.
9. Committee on Evening Schools, five members.
10. Committee on Colored School, five members.
11. Committee on Industrial Schools, three members.
12. Committee on Text Books, Course of Study and Examinations, seven members.
13. Committee on School Furniture and Supplies, three members.
14. Committee on Sanitary Regulations, three members.
15. Committee on Rules and Legislation, five members.

11. THE COMMITTEE ON FINANCE shall present to the Board, annually, at the time prescribed by law, an estimate of the amount of money required for the support of the public schools during the year, specifying as provided in Title V, of the Charter of the City of Newark, the several sums for each branch of expenditure, and apportion the actual amounts appropriated for the use of this Board as soon as possible after such appropriations ; supervise and examine the accounts of receipts and

disbursements in the Secretary's office, and report to the Board at each regular meeting the amounts received and expended under each branch of the expenditure from the commencement of the fiscal year. Also, in case of necessity, after consultation with the committees interested, they shall readjust and re-apportion the allotments to the several branches of expenditure, and report the same to the Board ; and report from time to time on the character and propriety of all additional or extraordinary expenditures, and have general charge and supervision of all the financial affairs of the Board.

12. THE COMMITTEE ON ACCOUNTS shall receive and examine all bills and accounts referred to them by the Board, and if satisfied of their correctness, shall so certify thereon, and return the same to the Board at their next regular meeting after such reference, unless required by the Board to report thereon sooner, and shall audit and approve, before payment, the pay and rent rolls. They shall also examine into all controverted claims and report thereon to the Board.

13. THE COMMITTEE ON SCHOOL HOUSES shall have supervision of school sites and buildings; recommend appropriate sites for school houses; prepare and submit to the Board plans and specifications for the erection of such houses, extensions or additions as shall be ordered by the Board, and cause all contracts for the performance of the work to be duly executed. They shall submit to the Board, for their approval or rejection, methods of heating and ventilating new school houses, but the specifications and contracts for heating and ventilating shall be under the direction of the Committee on Heating.

14. THE COMMITTEE ON REPAIRS shall have supervision and charge of all ordinary repairs; shall visit and



examine the school houses, and report to the Board at the regular meeting in May, the condition and wants of each for the ensuing year, with estimates of the expenditures necessary to meet the same. They shall submit plans and specifications for any extraordinary repairs, and, under the direction of the Board, cause all contracts therefor to be properly executed.

15. THE COMMITTEE ON HEATING shall, under the direction of the Board, by contract or otherwise, provide all heating and ventilating apparatus and appliances for the schools, and cause the same to be cleaned, repaired and refitted, and shall supply the necessary fuel. They shall, on recommendation of Commissioners, appoint janitors, prescribe their duties and publish directions for their government, and for cause may discharge them, of which discharge they shall give notice to the proper Commissioners.

16. THE COMMITTEE ON TEACHERS shall, with the City Superintendent, examine all applicants for positions as teachers, and recommend to the Board such as they deem qualified. With the City Superintendent, they may employ and determine the grade of teachers temporarily, but temporary appointments shall be submitted to the Board for approval or rejection at its next meeting. They shall determine the salaries for all the grades of teachers and report the same to the Board for its approval. They shall investigate all complaints made against teachers, and report thereon to the Board whenever required ; and with the sanction of the President, may, in emergency, suspend a teacher until the case shall have been acted upon by the Board. In cases of suspension, a written statement of the facts upon which suspension is based shall be filed in the office of the City Superintendent for



the information of the Commissioners. They shall perform such other duties as may be prescribed by the regulations or directed by the Board.

17. THE COMMITTEES ON NORMAL AND TRAINING SCHOOL, HIGH SCHOOL, EVENING SCHOOLS AND COLORED SCHOOL shall have the supervision of such schools, and from time to time recommend such regulations for their management as they may deem advisable, and by personal inspection and examination acquaint themselves with their condition, and report thereon to the Board. The committee on Normal and Training School also shall have charge of the Teachers' Institute. Committees having more than one school in charge may subdivide themselves into smaller committees, to insure frequent and systematic visitation.

18. THE COMMITTEE ON TEXT-BOOKS, COURSE OF STUDY AND EXAMINATIONS shall, from time to time, recommend to the Board such school books, maps, globes, charts and illustrative apparatus as they may think best adapted to the wants of the schools, but no vote shall be taken upon such recommendation, until one month has elapsed, and no text-book intended to supersede one in use shall be introduced except at the commencement of a term. They shall contract for such supplies for books, maps and stationery, superintend the printing of all reports, documents, blank forms, etc., that may be specially ordered by the Board, or required in the transactions of the current business of the schools, and provide for their regular delivery by the contractor to the Secretary of the Board; and they shall have charge of the course of study in all the schools, and from time to time recommend such alterations and revisions thereof as they may deem proper. They shall also direct, and, with the Superin-

tendent, prescribe the times and rules for all examinations which may be ordered by the Board.

19. THE COMMITTEE ON SCHOOL FURNITURE AND SUPPLIES shall, under the direction of the Board, provide the school furniture and all miscellaneous articles not specified in the rules defining the duties of other committees.

20. THE COMMITTEE ON SANITARY REGULATIONS shall have supervision of the sanitary condition of the schools and their surroundings, and from time to time recommend such measures as they may deem necessary for the prevention of disease, and for the promotion of the health of the pupils and teachers.

21. THE COMMITTEE ON RULES AND LEGISLATION shall examine into all new rules, including proposed changes in the boundaries of districts, and report the same, with their recommendations thereon, at the next regular meeting of the Board. Before taking action on any boundary line they shall appoint a conference with Commissioners of wards affected by such changes. They may, from time to time, suggest such new rules or amendments as may be found necessary. They shall keep the Board advised of all laws of the State of New Jersey relating to schools, and all proposed amendments or additions thereto, and recommend such action as may be appropriate. With the consent of the Board they shall employ such truant officers as the law provides to ascertain the number of children of school age, in each district, who may not be attending school, with a view to the enforcement of the law in such cases provided; they shall also ascertain whether any children of school age employed in factories, contrary to law, and recommend such action as may be needful. All statistics shall be tabulated for the use of the Board.

22. All committees shall discharge their duties without special direction of the Board, where the power is expressly given; but in other cases no action of a committee shall be binding until reported to and approved by the Board; and no expenditure exceeding twenty-five dollars (\$25) in one month shall be made by a committee for any school without such prior approval. No member of the Board shall be interested in, or derive pecuniary benefit, directly or indirectly, from any contract, agreement or purchase made by or for any committee of the Board. Every report shall be signed by a majority of the committee, and shall contain a statement of facts, with their opinion in writing. No report shall be made by a committee unless the subject thereof shall have been considered at a meeting of which the members have been notified. When such report is made, a minority of the committee may also present their views in writing.

## RULES OF ORDER.

23. The regular order of business at the meetings of the Board shall be as follows:

1. Calling the Roll.
2. Reading the Minutes.
3. Reception of Petitions and Memorials.
4. Presentation of Bills and Claims.
5. Reports of Standing Committees
6. Reports of Special Committees
7. Notices and Resolutions.
8. Unfinished Business.
9. Miscellaneous Business.

The order of business or any rule of the Board may be suspended temporarily at any meeting by a vote of two-thirds of the members present.

24. All motions and resolutions for the consideration of the Board shall be seconded, and if required by the President, or any member of the Board, reduced to writing; and when any such motion or resolution shall have been stated by the Chair or read by the Secretary, it shall be deemed to be in the possession of the Board.

25. It shall be in order for a member at any time when the attention of the Board is not occupied with other business, to make inquiries in regard to any subject connected with the affairs of the Board, and to receive answers thereto; but he shall not be permitted to make the subject of inquiry a matter of debate, except on a motion made and seconded at an appropriate time in the order of business. Such inquiry shall in all cases be addressed to the Chair, and the reply made by him or by the member specially directed by him to reply. No member shall interrupt another in possession of the floor without his consent, nor then, except to correct a misapprehension or misrepresentation.

26. No member shall speak more than twice on the same question at any meeting except by general consent; nor shall a member occupy the floor more than ten minutes at one time without like consent.

27. If any member, in speaking, shall transgress the rules of the Board, the President or any member may call him to order, in which case the member shall immediately resume his seat, and on the point of order being stated, the Chair shall decide the same without debate; but such decision may be appealed from, in which case the Board shall decide.

28. When a question is under debate, no motion shall be received, except—

To adjourn,  
 To lie on the table,  
 The previous question,  
 To commit,  
 To postpone indefinitely,  
 To postpone to a time certain,  
 To amend;

which motions shall have precedence in the order named. A motion to adjourn, to lie on the table, or for the previous question shall be decided without debate.

29. The previous question may be demanded by one-third of the members present, and shall be in this form: "Shall the main question be now put?" And its effect shall be to end debate and bring the Board to a direct vote, first upon amendments, if any, and then upon the main question.

30. The yeas and nays shall be ordered on any question on demand of three members. Every member present shall vote when his name is called, if required by the President or any other member, and the names of members refusing to vote upon any resolution shall be recorded as voting in the negative.

31. No reconsideration shall be had except upon the motion of a member who voted with the majority, nor later than the second regular meeting after the original vote was taken, nor by less than sixteen votes.

32. The Board may form itself into a Committee of the Whole, which shall be governed by the rules of the Board, so far as applicable, and a motion for the committee to rise may be made by any member at any time.

33. In other respects, the proceedings of the Board shall be conducted according to the usual rules of parliamentary law, for which rules "Cushing's Law and Practice of Legislative Assemblies" shall be accepted as authority.

#### AMENDMENTS.

34. These rules may be amended at a regular meeting on one month's notice in writing, given at a regular meeting, by a vote of two-thirds of all the members of the Board.





# REGULATIONS.



# REGULATIONS

FOR THE

## GOVERNMENT OF THE SCHOOLS.

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### I.—SYSTEM AND GRADE.

#### I. ESTABLISHED.

The schools under the government of the Board shall be graded and classified as follows :

Primary,  
Grammar,  
High,  
Normal,

which shall be open for the instruction of pupils of both sexes, to be classed separately or in mixed classes, as the Board may from time to time determine.

#### PRIMARY SCHOOLS.

The Primary Course shall comprise instruction in orthography, reading, language lessons, writing, arithmetic, geography, drawing and vocal music. No pupil shall be admitted under five years of age.

Certificates of graduation shall be presented at the close of each term to such pupils as shall merit the same.

#### GRAMMAR SCHOOLS.

The Grammar Course shall comprise, in addition to the instruction prescribed for the Primary Course, grammar, history, composition and declamation.

No pupil shall be admitted to a grammar school without a certificate of graduation from a primary school, or, if the applicant has not been in attendance at a primary school, upon personal examination by the principal of such grammar school; but should any primary school be insufficient to accommodate the children entitled to and applying for admission, while there is room for more pupils in the grammar department, the Commissioners of the ward may admit pupils of a lower grade into the grammar department; and should the reverse be the case, the vacancies may be filled by keeping the pupils longer in the primary school, the studies pursued determining the grade of the class.

Certificates of Graduation shall be presented at the close of the school year to such pupils as shall merit the same.

#### HIGH SCHOOL.

The High School shall comprise a male and a female department, and shall be under the general government of a male principal, with male assistants for the male department, and a female vice-principal, with female assistants for the female department.

The High School Course shall comprise, in addition to the instruction prescribed for the grammar course, the elements of chemistry, physiology, astronomy, algebra, book-keeping, geometry, geology, drawing and such other branches, including the Latin, Greek, German and French languages, and the higher mathematics, as the Board may prescribe. Attention shall also be paid to gymnastic exercises, for the development and health of the pupils. The introduction and continuance of any study prescribed shall be discretionary with the Committee on High

School, in conjunction with the President and the City Superintendent.

No pupil shall be admitted under the age of eleven years, nor without a certificate of graduation from a grammar school, or, if the applicant has not been in attendance at a grammar school, upon an examination equivalent to that to which the pupils of the grammar schools are subjected for graduation. The colored school, in its relation to the High School, as to candidates for admission thereto, shall rank as a grammar school.

Special examinations may be held, and pupils qualified for admission at that stage of the course received, at the commencement of any term. Those from the grammar schools shall have the preference.

The Committee on High School, with the City Superintendent, may, at their discretion, re-admit pupils who may have lost their membership by absence.

Certificates of graduation shall be presented at the close of the school year to such pupils as shall merit the same.

#### NORMAL AND TRAINING SCHOOL.

A Normal and Training School, for the training and education of teachers, shall be maintained in the Training School building, under a principal and such assistants as may be necessary. It shall consist of two grades, requiring two years to complete the course of study, and shall be conducted in all respects as a model school. Pupils shall spend at least eight weeks of the Normal School year in the Training School, and, under the direction of a regular teacher, conduct class exercises, and while thus

engaged shall be subject to the same direction of the principal of the Training School as his assistants.

No pupil shall be admitted without a certificate of graduation from the High School, or, if the applicant has not been in attendance at the High School, upon an examination equivalent to that to which the pupils of the High School are subjected for graduation. Non-residents, upon payment of such tuition fee as shall be established by the Board, may be admitted under the direction of the Committee on Normal School. All pupils upon entering the school will be required to sign a written declaration of intention to teach in the schools of this city, if desired.

The President of the Board shall, after the examination and on the recommendation of the Committee on Normal School and the City Superintendent, grant diplomas of graduation, which shall also be certificates of qualification to teach.

The Board shall designate one of the public schools to be used for a training or practice school for the pupils of the Normal School.

## 2. DISCRETIONARY.

In addition to the regular graded schools, the Board may, at its discretion, establish and maintain—

Intermediate Schools,  
Evening Schools,  
Industrial Schools,  
Colored Schools.

## INTERMEDIATE SCHOOL.

The Intermediate schools shall consist of the primary grades, together with the third and fourth grades gram-

mar department, and a certificate shall be given to any graduate from such schools, which shall admit such graduates to the grammar school of the grammar school district in which he resides.

#### EVENING SCHOOLS.

Evening schools shall be provided during such portion of the year as the Board may direct, for the instruction of persons unable to attend school during the day, wherein may be taught the studies prescribed for the grammar schools, with the addition of book-keeping and mechanical drawing, at the discretion of the City Superintendent. The terms and conditions of admission shall be prescribed by the Board, but no pupil shall be admitted under twelve years of age.

#### INDUSTRIAL SCHOOLS.

Industrial schools shall be for the instruction of poor and destitute children in primary studies, and such industrial pursuits as may be deemed expedient; but no expenditure shall be made by the Board for such schools, except for educational purposes; nor shall the Board pay more than two hundred dollars per annum on account of rent for any such school.

#### COLORED SCHOOLS.

The Colored schools shall be for the especial accommodation of colored children, who shall be admitted on application to the principals, and the said schools shall be conducted in conformity with the regulations of the Board, so far as the same are applicable.



## II.—TERMS AND VACATIONS.

### I. TERMS.

The school year shall commence on the second Monday in September and terminate on the Friday next preceding the fourth day of July, and be divided into three terms, ending respectively on the Friday next preceding Christmas, the Friday next preceding the first day of April, and the Friday next preceding the fourth day of July.

### 2. VACATIONS.

The vacations shall be from Christmas to New Year's Day, inclusive; one week which shall include the first day of April, and all legal holidays. When any holiday shall occur on Thursday, the schools shall also be closed on the following Friday. At no other time shall the school be closed, except by resolution of the Board, or by special consent of the President and the City Superintendent.

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## III.—SESSIONS.

### I. PRIMARY, GRAMMAR AND NORMAL SCHOOLS.

The schools shall be open during the regular terms, five day in each week, from Monday to Friday, inclusive; and there shall be two sessions daily; a morning session from 9 a. m. to 12 m., with a recess of fifteen minutes near the middle of the session, and an afternoon session from 1.30 p. m. to 3.30 p. m., with calisthenic exercises in the school room, near the middle of the session. In the fourth grade of the primary departments, an afternoon recess of ten minutes, to be supervised by the assistants of that grade, may be given, at the discretion of the City Superintendent and the principal of the school.

The Committee on Teachers may, at its discretion, authorize in such schools of the city, wherever it may seem advisable, the holding of a morning session from 9 to 11.45 a. m., with the usual recess, and an afternoon session from 1.15 to 3.30 p. m.

## 2. HIGH SCHOOL AND COLORED SCHOOL.

In the High School and Colored School, at the discretion of their Committees and the City Superintendent, the noon intermission may be reduced to half an hour, and the school dismissed at 2.30 p. m.

## 3. INDUSTRIAL SCHOOLS.

In the Industrial Schools, at the discretion of the City Superintendent, the noon intermission may be reduced to one hour, and the school dismissed at 3 p. m.

## 4. SINGLE SESSIONS.

Upon extremely stormy days, the pupils of the third and fourth grades, primary department, may be excused by the principal from returning to school in the afternoon. The principal shall promptly notify the City Superintendent of such action.

## 5. EVENING SCHOOLS.

The Evening schools, during their continuance, shall be open five evenings in each week, from Monday to Friday, inclusive. The sessions shall commence at 7.30 p. m. and close at 9.15 p. m.

#### IV.—OPENING AND CLOSING EXERCISES.

The morning sessions of the schools shall be opened, and the sessions of the evening schools shall be closed, with a reading of a portion of the holy scriptures, without comment, and repeating of the Lord's Prayer. Vocal music, at the discretion of the principal, may be added to these exercises, but together they shall occupy no more than fifteen minutes.

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#### V.—PUPILS.

##### I. ADMISSION.

(a) *Sanitary Condition*.—Previous successful vaccination, or other protection against small-pox, shall be a condition of admission to any school; and teachers and pupils residing in a house where infectious or contagious disease exists, shall be immediately suspended from school and re-admitted only on a certificate of a physician and the "permit" of a Commissioner of the ward, or a member of the Committee on Sanitary Regulations.

(b) *Personak*.—No pupil shall be admitted into any school or received in any class unless personally clean; nor shall any child notoriously vicious, or having such previous record in school as warrants his exclusion, be admitted to any school.

##### I. ATTENDANCE AND PERMITS.

All children shall attend the schools of the district in which they reside, unless for special reasons a Commissioner of the ward in which such school is located shall give a written "permit" to attend elsewhere, which "permit" shall also receive the written approval of a

Commissioner of the ward in which the school such child desires to enter is located. All "permits" shall be kept on file in the office of the principal, for the inspection of the City Superintendent and the Commissioners, until the close of the school year, and no "permit" shall extend beyond the school year.

Children in the first grade in any grammar school removing from a district may complete their course in the school which they have been attending, without special permission, unless their places are required for the accommodation of children residing in such district.

### 3. RECEPTION AND CLASSIFICATION.

Every pupil, on entering school, shall be assigned to a class of the grade which examination shall show him or her prepared to enter.

No greater number of pupils shall be assigned to any class room than there are regular seats in such class room.

No grammar class shall have less than forty pupils, except the first grade, where the minimum shall be thirty.

### 4. EXCLUSION FOR TARDINESS.

No pupil shall enter the school later than fifteen minutes after the hour of commencement, excepting in the evening schools, where they shall be admitted until 7.30 p. m.

### 5. ABSENTEES.

(a) *Notification of Parents.*—When any pupil shall have been absent from school two consecutive days, the principal or class teacher shall personally inform the

parents or guardian of the fact, unless the principal has satisfactory information that the parent has knowledge of such absence.

(b) *Suspension*.—Any pupil who shall have been absent ten days (or evenings in the evening schools), during the term, may be suspended from school during the remainder of the term, unless it shall be shown, to the satisfaction of the principal, that the pupil has been sick, or has been detained by sickness in his or her family.

## 6. INSTRUCTION.

(a) *School-room*.—The course of study and the methods of teaching shall be as prescribed by the Board in the published Manual of Instruction, with such variations therefrom as the City Superintendent may in his discretion order in any school or class.

(b) *Preparation of lessons out of school*.—No pupil of a grade lower than the third grammar shall be required to prepare any lesson out of school.

No pupil of the third grammar or any higher grade shall be required to prepare more than one lesson out of school; nor shall any pupil take any book or slate from a school building except for such preparation.

## 7. DISCIPLINE.

(a) *Detention*.—Pupils deficient in lessons, disorderly, or tardy, may be detained, not to exceed one hour, after the dismissal of school in the afternoon, under the personal supervision of their respective teachers; but no pupil shall be deprived of recess or noon intermission.

(b) *Corporal punishment*.—Corporal punishment may be inflicted for willful insubordination, by the principal alone, who shall keep a record of each instance of such

punishment, with a statement of the offense, which record shall be at all times accessible to the City Superintendent or any member of the Board.

(c) *Suspension*.—Principals shall have power to suspend for gross offenses, but every suspension shall be reported without delay to the Commissioners of the ward in which the school is located, and also (except in case of permits) to the Commissioners of the ward of which the pupil is a resident, who shall investigate the facts, and confirm or annul the suspension. Suspension from the High School, Colored School or evening schools shall be reported without delay to the standing committees on such schools respectively, who shall investigate the facts and confirm or annul the suspension.

#### 8. RECORDS.

Records of attendance, scholarship and deportment shall be kept in all the schools in the class rooms, in a manner prescribed by the Board, which shall be uniform in all schools of the same grade.

#### 9. CERTIFICATES.

Monthly certificates of merit shall be awarded to pupils in the primary and grammar schools whose attendance, punctuality, scholarship and deportment shall entitle them to the same.

#### 10. TESTIMONIALS.

Testimonials for distinguished merit shall be awarded annually, in all the schools, to pupils whose attendance, punctuality, scholarship and deportment shall entitle them to the same.



## II. BASIS AND ALLOWANCES.

The percentages and other requisites to obtain certificates or testimonials shall be fixed by the Board, and communicated to teachers by the City Superintendent in "Instructions," to be furnished by him to principals. For any extremely stormy or inclement day, the President of the Board and City Superintendent may order marks for absence to be canceled in all the schools, which orders shall be published in two of the newspapers of the city, on the Saturday next succeeding the making of the same.

## 12. EXAMINATIONS.

(a) *Term*.—Examinations shall be held at least twice in each year, under the direction of the Committee on Text-books, Course of Study and Examinations, with the City Superintendent.

(b) *Annual*.—An examination for promotion and graduation shall be held in all the schools during the month of June in each year, under the direction of the Committee on Course of Study and Examinations, with the City Superintendent; and all the grades, from the first primary to the first grammar, inclusive, shall be examined in the same manner, and under uniform regulations. In conducting and ascertaining the results of any examination, the City Superintendent may require the aid of such teachers as may be needed.

## 13. BOOKS AND STATIONERY.

(a) *Supply*.—Books, Stationery and other articles needed in the school-room shall be furnished without cost to pupils, but articles destroyed or damaged must be replaced.



(b) *Damages*.—Any injury by a pupil to books or school articles, or to the furniture or building, shall be paid for by the parent or guardian, in accordance with a bill to be rendered by the principal. In case payment be refused, the pupil shall be suspended, as provided in subdivision "C," under the head of "Discipline."

## VI.—TEACHERS.

### I. RANK AND DESIGNATION.

The Teachers shall rank, and in all records and schedules of the Board be designated, as—

Principals,  
Vice-Principals,  
Head Assistants,  
First Assistants,  
Assistants.

### 2. RELATIONS AND DUTIES.

#### PRINCIPALS.

(a) *Reports*.—Principals shall be immediately responsible to the City Superintendent, to whom they shall make the reports prescribed in these regulations, or which may be required by him from time to time for his information, and shall meet with him for conference as often as he may deem necessary.

They shall see that the school registers are kept carefully and accurately, make requisitions for all school supplies, which requisitions shall be approved by the City Superintendent, and keep in their offices for inspection, such records and files; and make such reports and returns to the Secretary of the Board as are prescribed in these regulations or may be required by the Board.

(b) *Authority*.—Principals shall have charge and control of their schools, school buildings and property; the reception and classification of pupils and their instruction and discipline; and shall, when not in charge of regular classes, teach an average of two hours each day.

They shall have the direction and control of vice-principals and assistants in the management of their departments and classes, and may require them to remain after school hours, not to exceed once in each week, for instruction and conference.

They shall personally direct the janitors in the performance of their duties, as the same may be prescribed, and report any neglect thereof to the committee.

(c) *Care of Property*.—They shall have personal care of all school property, books and apparatus, protect the same so far as possible from mutilation and injury, render the bills and enforce the collections and penalties prescribed by the Board for the same, render account and make return annually of the sums collected pursuant thereto.

They shall remain in the city during the last week of the summer vacation and personally supervise the cleaning and preparation of the school-houses and class rooms, and see that the same, and the furniture and apparatus, are in all respects arranged and in order before the opening of the new session.

(d) *Reception of Visitors*.—They shall receive all visitors and afford them proper accommodation and facilities for seeing school work, but with such limitations as shall prevent annoyance or interruption to teachers of classes.

They shall not permit any person to visit the school for the purpose of commending or exhibiting any book or

other article, nor shall they distribute circulars, tickets or advertisements, or give notice to the pupils under their charge of any exhibition or business, or permit the same to be done on the school premises.

#### VICE-PRINCIPALS.

Vice-Principals shall have general charge of the floor or department with which they are connected, and shall transmit in detail to the assistants of their grade all directions of the principals.

In the absence of the principal, the vice-principal of the highest grade, or should there be no vice-principal, the senior assistant of the highest grade, shall assume his station and duties.

Every vice-principal shall also have charge of a regular class of the highest grade of her department, and conduct and make the reports concerning the same prescribed in the regulations for assistants.

#### ASSISTANTS.

Assistants shall, under the direction of the principal, personally instruct the pupils assigned to them in accordance with the Manual of Instruction; keep records of attendance, scholarship and deportment; have charge of the school-room property, and protect them from injury or mutilation as far as possible, and report any injuries to the same; enforce order and discipline in their classes, so far as possible, without appeal to the principal, and render to him such assistance in the halls, courts and yards pertaining to the school buildings, at the opening, recess, intermission and dismissal, as he may deem necessary.

## 3. APPEAL.

In case of dispute or question as to the propriety of duties which vice-principals or assistants may be called upon by principals to perform, appeal may be made to the City Superintendent, which appeal shall be in writing.

## 4. ATTENDANCE.

(a) *Hours*.—All teachers shall be in attendance at their stations or class rooms, and prepared for duty fifteen minutes before the opening of the school session, and the school hours shall be devoted to the interests of the Board, to the exclusion of any other employment, study or pursuit.

(b) *Register*.—Principals shall keep an accurate register of the attendance, absence and tardiness of all the teachers of their schools, and the time lost thereby in each instance, and report the same annually to the City Superintendent; the absence under the heads "with permission" and "without permission," the tardiness under the heads "excused" and "not excused." Teachers shall mark their time according to the school clock, as regulated by the principal.

(c) *Tardiness*.—As often as the "unexcused" tardy marks of any teacher shall amount to five, principals shall make special report of the same to the City Superintendent.

(d) *Visiting for instruction*.—Teachers may visit schools other than their own, during school hours, whenever the City Superintendent shall permit or direct such visitation for the instruction of the teacher, and shall make report of the same to the principal.

## 5. SALARIES.

(a) *Schedules*.—The salaries of all teachers shall be in accordance with the schedules that may be prescribed by the Board, which schedules shall provide for an annual increase through a term of years to a maximum. No schedule shall be changed except at the commencement of the school year.

(b) *Increase*.—The annual increase in teachers' salaries shall be determined by the date of original appointment. Promotions of assistant teachers shall be regarded as new appointments, provided that no promotion shall work a decrease or prevent the increase of salary by reason of term of service.

(c) *Payments and deductions*.—Salaries shall be paid monthly, beginning with the month of September and ending with June, making ten payments each year. The salary of any teacher entering or leaving the employ of the Board between any two payments shall be in proportion to the salary for that period which the number of days of actual service bears to the whole number of school days in such period, and all deductions from salaries on account of absence shall be upon the same basis.

(d) *Absences*.—Teachers absent on account of sickness (whenever such absence does not exceed five days in any one month), shall forfeit the pay of their substitutes. If the time of such absence exceeds five days in any one month, the salaries of such teachers shall be deducted for the time, and the Secretary shall pay the substitute as required.

(e) *Forfeiture*.—Teachers absent from school duty, except on account of sickness, shall forfeit their salary during absence; five tardy marks "unexcused" shall

count as one-half day's absence, and a corresponding deduction be made at the next payment.

(*f*) *Relief*.—Appeal for relief from any such forfeiture or loss may be made to the Committee on Teachers, who may, at their discretion, relieve therefrom.

(*g*) *Engagements*.—All engagements of teachers shall be made with reference to the "school year." No teacher shall be connected with any organization or engage in any business which, in the opinion of the Board, may interfere with the proper discharge of the duties prescribed by these regulations.

(*h*) *Resignations*.—Teachers shall give one month's notice of intention to resign. In default of the same, they shall forfeit one month's salary.

#### 6. SUBSTITUTES.

(*a*) *Appointment*.—Teachers detained from school shall immediately notify the principal, who shall, when such absence exceeds one day, notify the City Superintendent, who may appoint substitutes to discharge their duties during such absence.

(*b*) *Pay*.—The pay of substitutes shall be, in the High School, \$1.50 per day; in the grammar classes, \$1.25; and in the primary classes, \$1.00 per day for females; for males in either school, \$3.00 per day, and in the evening school, \$1.00 per session for both males and females.

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### VII.—TEACHERS' INSTITUTE.

A Teachers' Institute shall be held at the High School building, on the third Saturday of September, January and April, at which the principals and assistants of the primary school shall attend.



Also, a Teachers' Institute shall be held at the same place on the third Saturday of October, February and May, at which the principals of the Normal, High and grammar schools, and the vice-principals and assistants of the same schools shall attend.

Sessions shall commence at 9 a. m., and close at 12 m.

The Institute shall be under the personal direction of the City Superintendent, who shall keep a record of the attendance and report the same to the Board.

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## VIII.—BUILDINGS.

### 1. USE.

The school houses shall be used for no other purposes than such as are immediately connected with the system of public instruction, and during the school hours mentioned in these regulations, unless by special permission of the Board.

### 2. INSURANCE.

The buildings, furniture, libraries and school apparatus shall be kept insured for such amounts as the President may deem reasonable or the Board may direct.

### 3. CARE.

All school buildings shall be opened and closed by and in the care of janitors. They shall perform such duties as the Committee on Heating shall direct, and their compensation therefor shall be as the Board may prescribe.

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## IX.—SCHOOL DISTRICTS.

The schools shall be designated by the names of the streets on which they are located. Their school districts shall be as follows:



## GRAMMAR SCHOOL DISTRICTS.

## BURNET STREET.

The Burnet street grammar school district shall be that district embraced within the following boundaries: Commencing at the river along Rector st. to Broad st.; thence to West Park st.; thence to Halsey st.; thence to Warren st.; thence to High st.; thence to Sussex ave.; thence to Boyden st.; thence to Eighth ave.; thence to Broad st.; thence to Clay st.; thence to the river.

## WASHINGTON STREET.

The Washington street grammar school district shall be that district embraced within the following boundaries: Commencing at Broad st. along Market st.; thence to High st.; thence to Spruce st.; thence to Clinton ave.; thence to Broad st.; thence to Market st.

## LAWRENCE STREET.

The Lawrence street grammar school district shall be that district embraced within the following boundaries: Commencing at the river along Rector st. to Broad st.; thence to West Park st.; thence both sides West Park st. to Halsey st.; thence both sides Halsey st. to Warren st.; thence to High st.; thence to Market st.; thence to Broad st.; thence to Fair st.; thence to Oak st.; thence to Oak alley; thence to East Fair st.; thence to N. J. R. R. ave.; thence to the river.

## LAFAYETTE STREET.

The Lafayette street grammar school district shall be that district embraced by the following boundaries: Commencing at the river along N. J. R. R. ave. to Walnut

st.; thence to Pacific st.; thence to Elm st.; thence to Van Buren st.; thence to Lafayette st.; thence to Jackson st.; thence both sides to the river.

#### NEWTON STREET.

##### *For First and Second Grade Grammar Classes.*

The Newton street grammar school district shall be that district embraced by the following boundaries: Commencing at High st. along Springfield ave. to city line; thence along city line to South Orange ave.; thence to Littleton ave.; thence to Bank st.; thence to High st.; thence to Springfield ave.

##### *For Third and Fourth Grade Grammar Classes.*

Commencing at High st. along Springfield ave. to Littleton ave.; thence to Bank st.; thence to High st.; thence to Springfield ave.

#### SOUTH TENTH STREET INTERMEDIATE.

The South Tenth street intermediate school district shall be that district embraced by the following boundaries: Commencing at Littleton ave. along Springfield ave. to city line; thence to South Orange ave.; thence to Littleton ave.; thence to Springfield ave.

#### SUMMER AVENUE.

The Summer avenue grammar school district shall be that district embraced by the following boundaries: Commencing at the river along Fourth ave. to Bloomfield ave.; thence to Canal; thence along Canal to First ave.; thence to city line; thence along city line to the river.

## WEBSTER STREET.

The Webster street grammar school district shall be that district embraced by the following boundaries: Commencing at the river along Clay st. to Broad st.; thence to Eighth ave.; thence to Clinton ave.; thence to M. & E. R. R. ave.; thence to the canal; thence along canal to Bloomfield ave.; thence to Fourth ave.; thence to the river.

## CHESTNUT STREET.

The Chestnut street grammar school district shall be that district embraced by the following boundaries: Commencing at N. J. R. R. ave. along Wright st. to Broad st.; thence to Thomas st.; thence to Clinton ave.; thence to High st.; thence to Spruce st.; thence to Clinton ave.; thence to Broad st.; thence to Fair st.; thence to Oak st.; thence to Oak alley; thence to East Fair st.; thence to N. J. R. R. ave.; thence to Wright st.

## OLIVER STREET.

The Oliver street grammar school district shall be that district embraced by the following boundaries: Commencing at the city line along N. J. R. R. ave. to Walnut st.; thence to Pacific st.; thence to Elm st.; thence to Lang st.; thence to Hamburg place; thence to the bay; thence along bay to N. J. R. R.

## SOUTH EIGHTH STREET.

The South Eighth street grammar school district shall be that district embraced by the following boundaries: From city line along South Orange ave. to Littleton ave.; thence to Bank st.; thence to Morris ave.; thence to the canal; thence along canal to First ave.; thence to city line; thence along city line to South Orange ave.

## SOUTH MARKET STREET.

*For First and Second Grade Grammar Classes.*

The South Market street grammar school district shall be that district embraced by the following boundaries : Commencing at the river along Jackson st. to Lafayette st.; thence to Van Buren st.; thence to Elm st.; thence to Lang st.; thence to Hamburg place; thence to the bay; thence along the bay and river to Jackson st.

*For Third and Fourth Grade Grammar Classes.*

Commencing at the river along Jackson st. to N. & N. Y. R. R.; thence to Ferguson st.; thence to Ferry st.; thence to Niagara st.; thence to Margaretta st.; thence to ave. L; thence to Hamburg place; thence to the bay; thence along the bay and river to Jackson st.

## HAMBURG PLACE INTERMEDIATE.

The Hamburg place intermediate school district shall be that district embraced by the following boundaries: Commencing at Jackson st. along the N. & N. Y. R. R. to Ferguson st.; thence to Ferry st.; thence to Niagara st.; thence to Margaretta st.; thence to ave. L; thence to Hamburg place; thence to Lang st.; thence to Elm st.; thence to Van Buren st.; thence to Lafayette st.; thence to Jackson st.; thence to N. & N. Y. R. R.

## MORTON STREET.

The Morton street grammar school district shall be that district embraced by the following boundaries: Commencing at High st. along Waverly place to Somerset st.; thence to Montgomery st.; thence to Charlton st.; thence to Springfield ave.; thence to High st.; thence to Waverly place.

## EIGHTEENTH AVENUE.

The Eighteenth avenue grammar school district shall be that district embraced by the following boundaries: Commencing at the city line along Chadwick ave. to Avon ave.; thence along Somerset st.; thence to Montgomery st.; thence to Charlton st.; thence to Springfield ave.; thence to the city line.

## MILLER STREET.

The Miller street grammar school district shall be that district embraced by the following boundaries: Commencing at city line along N. J. R. R. to Wright st.; thence to Broad st.; thence to Thomas st.; thence to Clinton ave.; thence to High st.; thence to Waverly place; thence to Somerset st.; thence to Avon ave.; thence to Chadwick ave.; thence to city line; thence along city line to N. J. R. R.

## CENTRAL AVENUE.

The Central avenue grammar school district shall be that district embraced by the following boundaries: Commencing at High st. along Bank st. to Morris ave.; thence to the canal; thence along canal to M. & E. R. R. ave.; thence to Clifton ave.; thence to Eighth ave.; thence to Boyden st.; thence to Sussex ave.; thence to High st.; thence to Bank st.

## PRIMARY SCHOOL DISTRICTS.

## BURNET STREET.

The Burnet street primary school district shall be that district embraced within the following boundaries: Com-

mencing at the river along Bridge st., to Broad st.; thence to M. & E. R. R. ave.; thence to Boyden st.; thence to Sussex ave.; thence to High st.; thence to New st.; thence to Broad st.; thence to Rector st.; thence to the river.

#### STATE STREET.

The State street primary school district shall be that district embraced within the following boundaries: Commencing at the river, both sides of Bridge st. to Broad st.; thence both sides to M. & E. R. R. ave.; thence both sides to Clifton ave.; thence both sides to Seventh ave.; thence both sides to Belleville ave.; thence both sides to Clay st.; thence both sides to the river.

#### NORMAL AND TRAINING.

##### *Training Department.*

The primary school district of the Training Department of the Normal and Training School shall be comprised within the following boundaries: From Washington st. along Market st., to Springfield ave.; thence to High st.; thence to William st.; thence to Springfield ave.; thence to Howard st.; thence to Bank st.; thence to High st.; thence to New st.; thence to Plane st.; thence to the Morris Canal; thence to Washington st.; thence to Market st.

#### WASHINGTON STREET.

The Washington street primary school district shall be embraced within the following boundaries: Commencing at Broad st. along Market st., to Springfield ave.; thence to High st.; thence to Spruce st.; thence to Clinton ave.; thence to Broad st.; thence to Market st.



## LAWRENCE STREET.

The Lawrence street primary school district shall be that district embraced within the following boundaries: Commencing at Rector st., from the river to Broad st.; thence to New st.; thence to Plane st.; thence to the Morris Canal; thence to Washington st.; thence to Market st.; thence to Broad st.; thence to Fair st.; thence to Oak st.; thence to E. Fair st.; thence to N. J. R. R. ave.; and thence to the river.

## LAFAYETTE STREET.

The Lafayette street primary school district shall be that district embraced within the following boundaries: From the river along N. J. R. R. ave., to Walnut st.; thence to Pacific st.; thence to Elm st.; thence to Van Buren st.; thence to Lafayette st.; thence to Jackson st.; and thence both sides of Jackson st. to the river.

## NEWTON STREET.

The Newton street primary school district shall be that district comprised within the following boundaries: From Springfield ave. along Howard st. to S. Orange ave.; thence to Hunterdon st.; thence to Springfield ave.; and thence to Howard st.

## SOUTH TENTH STREET.

The South Tenth street primary school district shall be that district comprised within the following boundaries: From the city line along S. Orange ave.; to South Seventh st.; thence to Springfield ave.; thence in an imaginary line drawn from the junction of S. Seventh st. and Springfield ave. to the head of Brenner st.; thence following line of Woodland cemetery to S. Tenth st.; and thence south to city line.



## CAMDEN STREET.

The Camden street primary school district shall be that district embraced within the following boundaries: Commencing at the city line along S. Tenth st. to Woodland cemetery; thence following line of cemetery to head of Brenner st.; thence in an imaginary line to junction of S. Seventh st. and Springfield ave.; thence along S. Seventh st. to S. Orange ave.; thence to Littleton ave.; thence to Bank st.; thence to Hunterdon st.; thence to Springfield ave.; thence to Bergen st.; thence to Avon ave.; thence to Chadwick ave.; and thence south to the city line.

## THIRTEENTH AVENUE.

The Thirteenth avenue primary school district shall be that district embraced within the following boundaries: From S. Orange ave. along Howard st. to Bank st.; thence to Hunterdon st.; thence to S. Orange ave.; and thence to Howard st.

## WICKLIFFE STREET.

The Wickliffe street primary school district shall be that district embraced within the following boundaries: From High st. along Warren st. to Wallace place; thence to Morris ave.; thence to Bank st.; thence to High st.; and thence to Warren st.

## SUMMER AVENUE.

The Summer avenue primary school district shall be that district embraced within the following boundaries: Commencing at the river along Fourth ave. to Bloomfield ave.; thence to the Morris Canal; thence along the canal to Abington ave.; and thence to the river.

## WEBSTER STREET.

The Webster street primary school district shall be that district embraced within the following boundaries: Commencing at the river along Clay st. to Broad st.; thence to Belleville ave.; thence to Seventh ave.; thence to Summer ave.; thence both sides of Summer ave.; and thence east to the river.

## FRANKLIN.

The Franklin primary school district shall be that district embraced within the following boundaries: From junction of Bloomfield ave. and Aqueduct st. along Bloomfield ave. to Fourth ave.; thence to Summer ave.; thence to Seventh ave.; thence to Clifton ave.; thence to M. & E. R. R. ave.; thence to Aqueduct st.; and thence to Bloomfield ave.

## ELLIOT STREET.

The Elliot street primary school district shall be that district embraced within the following boundaries: From the river along Abington ave. to the Morris Canal; thence to the Old Bloomfield road; thence to city line; and thence along city line to the river.

## CHESTNUT STREET.

The Chestnut street primary school district shall be that district embraced within the following boundaries: Commencing at N. J. R. R. ave. along Wright st. to Broad st.; thence to Thomas st.; thence to Clinton ave.; thence to High st.; thence to Spruce st.; thence to Clinton ave.; thence to Broad st.; thence to Fair st.; thence to Oak st.; thence to E. Fair st.; thence to N. J. R. R. ave. and thence to Wright st.

## OLIVER STREET.

The Oliver street primary school district shall be that district comprised within the following boundaries: From N. J. R. R. ave along Walnut st. to McWhorter st.; thence to Garden st.; thence to Pacific st.; thence to Nichols st.; thence to Jefferson st.; thence to Malvern st.; thence to Pacific st.; thence to Vesey st.; thence to N. J. R. R. ave.; and thence to Walnut st.

## SOUTH STREET.

The South street primary school district shall be that district comprised within the following boundaries: From city line along N. J. R. R. ave. to Vesey st.; thence to Pacific st.; thence to Malvern st.; thence to Sandford st.; thence to Avenue G; and thence to city line.

## WALNUT STREET.

The Walnut street primary school district shall be that district embraced within the following boundaries: From McWhorter st. along Walnut st. to Pacific st.; thence to Elm st.; thence to Lang st.; thence to Elm road; thence to Sandford st.; thence to Malvern st.; thence to Jefferson st.; thence to Nichols st.; thence to Pacific st.; thence to Garden st.; thence to McWhorter st.; and thence to Walnut st.

## HOUSTON STREET.

The Houston street primary school district shall be that district embraced within the following boundaries: Commencing at the city line along Avenue G to Sandford st.; thence to Elm road; thence to Lang st.; thence to Hamburg place; and thence to city line.

## SOUTH EIGHTH STREET.

The South Eighth street primary school district shall be that district embraced within the following boundaries: From city line along Ninth ave. to Warren st.; thence to Dickerson st.; thence to Morris ave.; thence to Bank st.; thence to Littleton ave.; thence to S. Orange ave.; and thence to the city line.

## ROSEVILLE AVENUE.

The Roseville avenue primary school district shall be that district embraced within the following boundaries: From city line along M. & E. and Bloomfield R. R. ave. to Morris canal; thence along the canal to Morris ave.; thence to Dickerson st.; thence to Warren st.; thence to Ninth ave.; and thence to city line.

## NORTH SEVENTH STREET.

The North Seventh street primary school district shall be that district embraced within the following boundaries: From city line along M. & E. and Bloomfield R. R. ave. to Aqueduct st.; thence to Bloomfield ave.; thence to the Morris canal; thence along canal to the Old Bloomfield road; and thence to the city line.

## SOUTH MARKET STREET.

The South Market street primary school district shall be that district embraced within the following boundaries: From the river along Jackson st. to N. & N. Y. R. R.; thence to Ferguson st.; then to Ferry st.; thence to Niagara st.; thence to Margaretta st.; thence to Avenue L; thence to Hamburg place; thence to Newark Bay; thence along the bay to N. & N. Y. R. R.; thence to Komorn st.; thence to Main st.; thence to Ferry st.; thence to Lexington st.; and thence to the river.

## HAMBURG PLACE.

The Hamburg Place primary school district shall be that district embraced within the following boundaries; From Jackson st. along the N. & N. Y. R. R. to Ferguson st.; thence to Ferry st.; thence to Niagara st.; thence to Margaretta st.; thence to Avenue L; thence to Hamburg place; thence to Lang st.; thence to Elm st.; thence to Van Buren st.; thence to Lafayette st.; thence to Jackson st.; and thence to the N. & N. Y. R. R.

## HAWKINS STREET.

The Hawkins street primary school district shall be that district comprised within the following boundaries: From the river along Lexington st. to Ferry st.; thence to Main st.; thence to Komorn st.; thence to the N. & N. Y. R. R.; and thence to the bay.

## MORTON STREET.

The Morton street primary school district shall be that district embraced within the following boundaries: From Belmont ave. along Springfield ave. to William st.; thence to High st.; thence to W. Kinney st.; thence to Belmont ave.; and thence to Springfield ave.

## EIGHTEENTH AVENUE.

The Eighteenth avenue primary school district shall be that district comprised within the following boundaries: Commencing at Bergen st. along Springfield ave. to Belmont ave.; thence to W. Kinney st.; thence to Charlton st.; thence to Avon ave.; thence to Bergen st.; and thence to Springfield ave.

## MONMOUTH STREET.

The Monmouth street primary school district shall be that district comprised within the following boundaries: From Charlton st. along both sides of W. Kinney st. to High st.; thence to Waverly place; thence to Somerset st.; thence to Avon ave.; thence to Charlton st.; and thence along both sides of Charlton st. to W. Kinney st.

## MILLER STREET.

The Miller street primary school district shall be that district comprised within the following boundaries: From the city line along N. J. R. R. ave. to Wright st.; thence to Broad st.; thence to Thomas st.; thence to Clinton ave.; thence to High st.; thence to Waverly place; thence to Somerset st.; thence to Avon ave.; thence to Chadwick ave.; and thence to the city line.

## CENTRAL AVENUE.

The Central avenue primary school district shall be that district embraced within the following boundaries: From High st. along Warren st. to Wallace place; thence to Morris ave.; thence to Morris canal; thence along the canal to M. & E. R. R. ave.; thence to Boyden st.; thence to Sussex ave.; thence to High st.; and thence to Warren st.

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X.—MISCELLANEOUS.

## I. CONSTRUCTION.

In the construction of these regulations, the word "teacher," in whatsoever relation the same may occur, shall be held and deemed to apply alike to principals, vice-principals, head assistants and assistants.



## 2. PUBLICATION.

Schedules of Salaries, the Manual of Instruction, the Registers, the Records and "Instructions" for keeping the same mentioned in these regulations, and all other orders or directions of a uniform and general character for the guidance of employees or agents of the Board shall be prescribed, adopted and tabulated by the Board, filed in their office for inspection, and except the registers and records, published with and as part of the Annual Report.

## 3. AMENDMENT.

These regulations may be amended at a regular meeting, on one month's notice in writing, given at a regular meeting, by a vote of sixteen members. All supplements and amendments shall be adjusted to, and from time to time incorporated and published with these regulations under appropriate titles and subdivisions.





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